

REPORT  
OF THE  
INTERMEDIATE EDUCATION BOARD  
FOR IRELAND  
FOR THE YEAR 1888..

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Presented to both Houses of Parliament by Command of Her Majesty.

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# REPORT

OF THE

## INTERMEDIATE EDUCATION BOARD

### FOR IRELAND

FOR THE YEAR 1888.

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TO HIS EXCELLENCY, CHARLES STEWART, MARQUESS  
OF LONDONDERRY,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland) submit to your Excellency this our tenth Report.

The number of students who gave notice of their intention to present for examination in 1888 was:—

Boys.	Girls.	Total.
4,963	1,626	6,589

being a decrease of 49 in the case of boys, and an increase of 166 in the case of girls, over the corresponding numbers in 1887.

In the nine previous years the numbers were:—

—	Boys.	Girls.	Total.
1879	3,473	798	4,271
1880	4,403	1,033	5,436
1881	5,004	2,034	7,038
1882	5,877	1,648	7,525
1883	5,521	1,314	6,835
1884	4,817	1,233	6,050
1885	4,604	1,213	5,817
1886	4,681	1,348	6,029
1887	5,012	1,460	6,472

The number of students who presented themselves for examination in 1888 was:— See Table I.

Boys.	Girls.	Total.
4,551	1,507	6,058

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In the nine previous years the numbers were:—

—	Boys.	Girls.	Total.
1879, . . .	3,218	736	3,954
1880, . . .	4,114	1,447	5,561
1881, . . .	5,147	1,805	6,952
1882, . . .	5,153	1,461	6,614
1883, . . .	5,037	1,125	6,162
1884, . . .	4,413	1,091	5,504
1885, . . .	4,123	1,058	5,181
1886, . . .	4,343	1,199	5,542
1887, . . .	4,613	1,318	5,931

The examinations, which commenced on 12th June and extended over ten days, were held at 165 centres, in 65 different localities, as follows:—

## BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh, . . .	1	Dungarvan, . . .	2	Neenagh, . . .	1
Atilone, . . .	1	Ennis, . . .	2	Newry, . . .	2
Athy, . . .	1	Fermoy, . . .	1	Omagh, . . .	1
Ballynashoe, . . .	1	Galway, . . .	1	Parsonstown, . . .	1
Ballinrobe, . . .	1	Holywood, . . .	1	Skibbereen, . . .	1
Belfast, . . .	10	Kilkenny, . . .	2	Sligo, . . .	1
Blackrock, . . .	3	Killarney, . . .	1	Strabane, . . .	1
Carlow, . . .	2	Kilrush, . . .	1	Terenure, . . .	1
Carrick-on-Suir, . . .	1	Limerick, . . .	4	Tipperary, . . .	2
Cashel, . . .	1	Lisavoy, . . .	1	Trillick, . . .	1
Castlisknock, . . .	1	Londonderry, . . .	3	Tuam, . . .	1
Charleville, . . .	1	Longford, . . .	1	Tullamore, . . .	1
Clongowes Wood College, . . .	2	Lurgan, . . .	1	Tullow, . . .	1
Clonsilla, . . .	2	Midleton, . . .	1	Waterford, . . .	4
Coleraine, . . .	2	Michelstown, . . .	1	Westport, . . .	1
Cookstown, . . .	1	Monaghan, . . .	1	Wexford, . . .	1
Cork, . . .	10	Monasterevan, . . .	1	Yonghal, . . .	1
Drogheda, . . .	1	Mountath, . . .	1		
Dublin, . . .	21	Mullingar, . . .	1		
Dundalk, . . .	4	Multyfarnham, . . .	1		
		Navan, . . .	1	Total, . . .	118

## GIRLS.

Localities.	No. of Centres.	Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh, . . .	1	Ennis, . . .	1	Mountmellick, . . .	1
Athy, . . .	1	Ennisceorthy, . . .	1	Mullingar, . . .	1
Ballymena, . . .	1	Holywood (Down), . . .	1	Navan, . . .	1
Belfast, . . .	7	Kilkenny, . . .	1	Newry, . . .	1
Carrickfergus, . . .	1	Killarney, . . .	1	Omagh, . . .	1
Coleraine, . . .	1	Limerick, . . .	1	Portadown, . . .	1
Cookstown, . . .	1	Londonderry, . . .	4	Roscrea, . . .	1
Cork, . . .	3	Longford, . . .	1	Wexford, . . .	1
Dublin, . . .	9	Macroom, . . .	1		
Dundalk, . . .	1	Monaghan, . . .	1	Total, . . .	47

The following Table shows the distribution of Centres between the Four Provinces.

—	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Boys, . . .	48	24	89	7	118
Girls, . . .	18	21	8	—	47
Total, . . .	66	45	97	7	165

One hundred and twenty-one gentlemen and forty-seven ladies were employed as Centre Superintendents, being an average of one Superintendent to every 37 boys and 32 girls, respectively.

The number of students who passed the Examinations was :— See Table III

Boys.	Girls.	Total.
2,872	1,222	4,094

In former years the numbers were :—

—	Boys.	Girls.	Total.
1879, .	1,850	482	2,332
1880, .	2,809	1,111	4,010
1881, .	3,439	1,235	4,674
1882, .	2,983	1,017	4,000
1883, .	2,831	893	3,724
1884, .	3,040	800	3,840
1885, .	2,436	735	3,171
1886, .	2,685	825	3,510
1887, .	2,626	969	3,595

The proportion per cent. of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
63.1	81.1	67.5

The proportions in former years were as follows :—

—	Boys.	Girls.	Boys and Girls.
1879, .	57.5	65.4	58.9
1880, .	70.4	76.7	72.1
1881, .	66.8	68.3	67.2
1882, .	57.8	69.6	60.4
1883, .	56.6	79.4	60.7
1884, .	68.8	73.3	69.7
1885, .	59.	69.4	61.2
1886, .	61.8	68.8	63.3
1887, .	66.9	73.5	60.

See Table IV. The number of students to whom were awarded £40 Prizes and Exhibitions was:—

Boys, 276; Girls, 120; Total, 396.

See Table V. The number of students to whom were awarded prizes in books was:—

Boys, 339; Girls, 181; Total, 540.

See Table VI. The number of students to whom were awarded £10 Prizes for special subjects under Rule 30 (A) was:—

Boys, 19; Girls, 7; Total, 26.

See Table VII. The number of students to whom were awarded Prizes for Composition under Rule 30 (B) was:—

Boys, 63; Girls, 33; Total, 96.

See Appendix. The amount of Results Fees paid to Managers of Schools on account of the Examinations in 1888 was:—

Boys, £9,103 10s. 8d.; Girls, £2,941 10s. 6d.; Total, £12,045 1s. 2d.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid:—

PROVINCES.	Amount of Results Fees paid.		TOTAL.	No. of Schools.		TOTAL.
	Boys.	Girls.		Boys.	Girls.	
	£ s. d.	£ s. d.	£ s. d.			
LEINSTER, . . .	3,632 15 1	1,002 2 8	4,634 17 9	61	38	99
ULSTER, . . .	2,198 12 4	1,532 5 9	3,730 18 1	46	48	94
MUNSTER, . . .	2,799 15 6	883 18 5	3,183 11 11	45	29	63
CONNAUGHT, . . .	472 7 9	23 5 8	495 13 5	16	3	19
Gross Total, . .	9,103 10 8	2,941 10 6	12,045 1 2	168	109	277

See Table X., and App. V. The values of the Burke Memorial Prizes awarded in 1888 were:—

Boys—

First Prize, £16.

Second Prize, £10.

Girls—

Prize, £10.

## FINANCE.

In the year 1888 an excess of expenditure over income was incurred to the extent of about £5,440 (including Income tax £846 not yet refunded to the Board). The deficiency was met by the sale of a portion of the invested accumulations of former years.

These accumulations now amount to £12,861 4s. 9d., and as the Board consider it advisable to hold a substantial reserve fund, they have, in view of the steady increase in the number of Candidates, endeavoured to frame their rules in such way as to avoid the necessity of diminishing this fund to any considerable extent.

## EDUCATION.

The Examiners in their Reports (Appendix III. \*) speak, generally, in favourable terms of the answering of the candidates in most of the subjects and grades.

63.1 per cent. of the boys, and 81.1 per cent. of the girls examined passed the examinations, against 56.9 per cent. and 73.5 per cent. respectively, in 1888.

In Greek (829 candidates), the answering in the Senior Grade is highly commended, that in the Middle Grade was not so satisfactory; in the Junior Grade the number of failures in grammar and composition was very large; a considerable number of candidates presented themselves without having acquired even a rudimentary knowledge of the language.

In Latin (2,404 candidates) high average merit was attained in the Senior Grade; Latin verse, however, seemed to be neglected, and also the chapters prescribed on Roman literature. The answering in the Middle Grade appears to have been unequal, the marks awarded in composition were low, and the unprescribed passage from Horace was not generally attempted with success. The answering in history was very satisfactory.

In the Junior Grade the Examiners, comparing the results with their former experience, are able to report a steady improvement in the teaching of the candidates. The answering, however, in composition, although somewhat improved, is not yet even fairly satisfactory; the serious attention of teachers is called to the deficiency in this part of the subject.

In English (6,001 candidates) the answering in the Senior Grade, both of boys and girls, was satisfactory. The English compositions were, on the whole, of fair average merit; the analysis questions were well done, but the parsing, in the case of girls, was unsatisfactory.

In the Middle Grade the answering all round was very commendable. In the Junior Grade the compositions, in the case of boys, are reported to have been of a uniformly low level; compositions of the girls, however, were, as a rule, of high merit. The text-books were, generally speaking, well prepared, but it is suggested that teachers should be at more pains to ascertain that the meaning of the authors is thoroughly understood by the students.

\* Copies of Extracts from the Reports of the Examiners were transmitted in December to all Managers of Schools in Ireland to whom Results Fees were paid in 1888.

The answering in History was fairly good, and that in Geography was creditable except in the case of the geography of Ireland, where minute knowledge is required. The conclusion is forced on the Examiners that very inadequate attention is bestowed on this portion of the subject.

In French (4,246 candidates) the answering in the Senior and Middle Grades was, on the whole, very good; French composition was the weakest part of the papers generally. In the Junior Grade, boys, a decided improvement is reported, especially in the grammar section, and in the translation of colloquial phrases into French.

In the case of the Junior girls the compositions were poor, but the rest of the work was fairly done.

In German (405 candidates) the Examiner reports very favourably on the answering. He points out, however, that in estimating the quality of the answering in German, the presence of a considerable foreign element (i.e. German, Alsatian, &c.) in the population must not be overlooked.

In Celtic (302 candidates) the answering is reported to have been decidedly above the average in all grades; creditable alike to candidates and teachers.

In Italian (202 candidates) the Examiner reports that the results show some progress on the present occasion.

In Domestic Economy (1,371 candidates—girls only) the report on the answering in the Senior Grade is highly favourable; in the Middle Grade, however, and particularly in the Junior Grade, the character of the answering seemed to indicate too much learning by heart of the text-books, unaccompanied by the necessary oral explanations from the teachers; very little practical knowledge of the subject was apparent.

In Arithmetic (5,583 candidates) the answering was satisfactory, especially that of both the boys and the girls in the Middle Grade, a large proportion of whom obtained honours.

In Book-keeping (1,565 candidates) the Examiner reports that the candidates seemed better prepared than in many previous years. Much of the work, however, was unsatisfactory as regards penmanship and neatness.

In Euclid (4,650 candidates) the Examiners report favourably on the answering in all grades, that of the boys in the Senior Grade being "most satisfactory."

In Algebra (4,021 candidates) the answering in the Middle Grade was poor, and in a large proportion of papers carelessness regarding accuracy of work was evident. In the Junior Grade the answering was not satisfactory, many candidates exhibiting total ignorance of even the elementary rules, and the answers of many candidates who appeared to understand the rules displayed great want of accuracy.

The Examiners speak favourably of the answering in the Senior Grade in Elementary Mechanics (179 candidates, boys only), in Plane Trigonometry (224 candidates), and in Algebra and Arithmetic (293 candidates). In Algebra, however, great weakness in proving particular rules was noticeable even in the



case of students who were successful in working problems under them.

In Natural Philosophy (2,754 candidates) the Examiners speak, on the whole, favourably of the answering of the boys. The answering of the girls in the Junior Grade was also fairly good.

In Chemistry (1,424 candidates) the answering of many candidates in the Senior and Middle Grades was of an excellent character. In the Junior Grade the answering was, as a rule, unsatisfactory. In all grades want of *experimental* teaching of the subject was evident.

In Music (1,795 candidates) the answering of the boys in the Senior and Middle Grades was satisfactory, but in the Junior Grade unsatisfactory; a great number of the candidates in this grade seeming to have absolutely no idea of the subject. The answering of the girls in all grades was satisfactory in many respects. In the Junior Grade, however, the majority of the candidates exhibited an insufficient grasp of the fundamental principles of dissonances; and in the Senior Grade the answers to the question in counterpoint were extremely poor.

Drawing (3,354 candidates).—Senior Grade.—The exercises in Object Drawing showed insufficient training with regard to shading. In the case of Geometrical Drawing, while many of the candidates had made little or no preparation, the answering of those who had made preparation was satisfactory.

Middle Grade.—The answering in Drawing in this grade was, on the whole, satisfactory, especially that in Freehand Drawing.

In the Junior Grade Freehand Drawing, there was a remarkable proportion of highly creditable exercises among the papers of the boys. The general average of good papers was not so high in the case of the girls. The answering in Geometrical Drawing in this grade was not so satisfactory.

Botany (246 candidates—girls only).—The answering in the Senior Grade was very satisfactory, in the Middle Grade bad, while in the Junior Grade many of the students were completely unprepared.

TABLE I.—Showing the number of Students who presented themselves for Examination in the years 1885, 1886, 1887, and 1888.

	Junior Grade.				MIDDLE Grade.				Senior Grade.				Total.			
	1885.	1886.	1887.	1888.	1885.	1886.	1887.	1888.	1885.	1886.	1887.	1888.	1885.	1886.	1887.	1888.
Boys—of the prescribed age, under Rule 1.	4,200	4,404	4,537	4,539	544	541	579	588	799	764	808	846	4,703	4,709	4,944	5,065
Do., Overage.	75	110	81	120	20	26	33	27	9	8	34	7	103	261	137	180
Total.	4,275	4,514	4,618	4,659	564	567	612	615	808	772	842	853	4,806	4,970	5,081	5,245
Girls—of the prescribed age, under Rule 1.	154	200	244	1,200	280	327	320	371	26	86	61	100	1,010	1,219	1,260	2,400
Do., Overage.	17	14	9	17	80	84	70	9	6	—	1	9	95	94	10	24
Total.	171	214	253	1,217	360	411	390	380	32	92	62	109	1,105	1,313	1,270	2,424
Grand Total.	4,446	4,728	4,871	5,876	924	978	1,002	995	840	864	904	962	5,911	6,283	6,351	7,669

NOTE.—For statistics of years 1879 to 1884, see Report of the Board for 1884, Table I.

TABLE II.—Showing the Days and Hours at which Examinations in the several subjects of the Programme were held in 1888.

Day.	JUNIOR CLASS.		MIDDLE CLASS.		SENIOR CLASS.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 19th June.	French, . . . . . (Interval)	10-1 1-3 3-5	French, . . . . . (Interval)	10-1 1-3 3-5	French, . . . . . (Interval)	10-1 1-3 3-5
	Algebra, . . . . .		Algebra, . . . . .		Plane Trigonometry, . . . . .	
Wednesday, 21st June.	English, . . . . . (Interval)	10-1 1-3 3-5	English, . . . . . (Interval)	10-1 1-3 3-5	English, . . . . . (Interval)	10-1 1-3 3-5
	" . . . . .		" . . . . .		" . . . . .	
Thursday, 22nd June.	Euclid, . . . . . (Interval)	10-1 1-3 3-5	Euclid, . . . . . (Interval)	10-1 1-3 3-5	Euclid, . . . . . (Interval)	10-1 1-3 3-5
	Arithmetic, . . . . .		Arithmetic, . . . . .		Algebra and Arithmetic, . . . . .	
Friday, 23rd June.	Drawing, Geometrical and Perspective (on some loose paper) (Interval)	10-11.30 11.30-12 12-1.30 1.30-3 3-5	Drawing, Geometrical and Perspective (on some loose paper) (Interval)	10-11.30 11.30-12 12-1.30 1.30-3 3-5	Drawing, Geometrical, . . . . .	10-11.30
	French, . . . . . (Interval)		French, . . . . . (Interval)		Optics, . . . . . (Interval)	11.30-1.30 1.30-3 3-5
	Music, . . . . .		Music, . . . . .		Music, . . . . .	
Saturday, 24th June.	Natural Philosophy, . . . . . (Interval)	10-1 1-3 3-5	Natural Philosophy, . . . . .	10-1	Natural Philosophy, . . . . . (Interval)	10-1 1-3 3-5
	Book-keeping, . . . . .				Elementary Mechanics,* . . . . .	

\* Boys only.

TABLE II.—Showing the Days and Hours at which Examinations in the several subjects of the Programme were held in 1900—*con.*

Day.	Evening Class.		Morning Class.		Evening Class.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 18th Jan.	Latin, . . . . . (Interval)	10-1 1-3 3-6	Latin, . . . . . (Interval)	10-1 1-3 3-6	Latin, . . . . . (Interval)	10-1 1-3 3-6
Tuesday, 19th Jan.	Chemistry, . . . . . (Interval)	10-1 1-3 3-6	Chemistry, . . . . . (Interval)	10-1 1-3 3-6	Chemistry, . . . . . (Interval)	10-1 1-3 3-6
Wednesday, 20th Jan.	Greek, . . . . . (Interval)	10-1 1-3 3-6	Greek, . . . . . (Interval)	10-1 1-3 3-6	Greek, . . . . . (Interval)	10-1 1-3 3-6
Thursday, 21st Jan.	Calculus, . . . . . (Interval)	10-1 1-3 3-6	Calculus, . . . . . (Interval)	10-1 1-3 3-6	Calculus, . . . . . (Interval)	10-1 1-3 3-6
Friday, 22nd Jan.	Domestic Economy,* (Interval)	10-1 1-3 3-6	Domestic Economy,* (Interval)	10-1 1-3 3-6	Domestic Economy,* (Interval)	10-1 1-3 3-6

TABLE III.—Showing the number of Students who passed the Examination.

	JUNIOR COURSE.			MIDDLE COURSE.			SENIOR COURSE.			TOTAL.		
	Examined.	Passed.	Percentage per cent. of Passed.	Examined.	Passed.	Percentage per cent. of Passed.	Examined.	Passed.	Percentage per cent. of Passed.	Examined.	Passed.	Percentage per cent. of Passed.
Below of the prescribed age, under Rule 6, . . .	2,508	2,121	84.6	502	401	80.0	544	139	25.5	4,400	3,507	79.6
Do. Over age, . . .	216	80	37.4	17	15	79.4	7	5	71.4	240	100	41.7
Total, . . .	2,724	2,201	80.8	519	416	80.0	551	144	26.2	4,640	3,607	77.7
Below of the prescribed age, under Rule 6, . . .	1,308	802	61.3	271	247	91.1	300	20	6.7	1,879	1,069	57.0
Do. Over age, . . .	12	12	100	5	5	100	5	5	100	24	22	91.7
Total, . . .	1,320	814	61.7	276	252	91.3	305	25	8.2	1,903	1,091	57.3
Grand Total, . . .	4,044	3,015	74.6	795	668	84.1	856	169	19.8	5,695	4,708	82.7

TABLE IV.—Showing the number of Students to whom £40 Prizes and Exhibitions were awarded.

	Senior Grade, £40.	Middle Grade, £25 a year, tenable for two years.	Junior Grade.		Total.
			£20 a year, tenable for three years.	£15 a year, tenable for three years.	
Boys, . . . .	20	46	105	105	276
Girls, . . . .	9	25	43	43	120
Gross Total, .	29	71	148	148	806

TABLE V.—Showing the number of Students to whom Prizes in Books were awarded.

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
<b>BOYS:—</b>				
Junior Grade, . . . .	25	72	70	167
Middle " . . . .	17	41	75	133
Senior " . . . .	13	22	24	59
Total, . . . .	55	135	169	359
<b>GIRLS:—</b>				
Junior Grade, . . . .	23	32	34	89
Middle " . . . .	19	15	28	62
Senior " . . . .	7	11	12	30
Total, . . . .	49	58	74	181
Gross Total, . . . .	105	193	243	540

TABLE VI.—Showing the number of Students to whom £10 Money Prizes were awarded. (Rule 30A.)

	£10 Prize for Classics.	£10 Prize for Mathematics.	£10 Prize for English together with a Modern Language.	Total.
<b>Boys:—</b>				
Junior Grade, . . . .	3	3	3	8
Middle " . . . .	1	5	1	7
Senior " . . . .	1	2	1	4
Total, . . . .	4	10	5	19
<b>Girls:—</b>				
Junior Grade, . . . .	—	—	2	2
Middle " . . . .	—	—	4	4
Senior " . . . .	—	1	—	1
Total, . . . .	—	1	6	7
Gross Total, . . . .	4	11	11	26

TABLE VII.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 30A.)

	French.	English.	Latin.	German.	Italian.	Celtic.	Greek.	Total.
<b>Boys:—</b>								
Junior Grade, £2, .	3	4	3	2	2	4	3	21
Middle " £3, . .	4	8	8	4	1	8	4	22
Senior " £4, . .	8	3	8	3	3	2	3	20
Total, . . . .	10	10	9	9	6	9	10	63
<b>Girls:—</b>								
Junior Grade, £2, .	8	2	1	3	3	—	—	11
Middle " £3, . .	8	2	1	3	3	—	—	11
Senior " £4, . .	8	3	—	1	2	—	—	9
Total, . . . .	9	7	2	7	8	—	—	33
Gross Total, . . . .	19	17	11	16	13	9	10	96

TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. in those examined of those who (5) passed with Honors, and (6) who passed without Honors.

**BOYS.**

Foster Grade (Of the Prescribed Age).	Subjects.														
	Greek	Latin	English	French	German	Italian	Portug.	Arithmetic	Book-keeping	Algebra	Geometry	Trigonometry	Optics	Chemistry	Physics
Passed with Honors, . . . . .	130	225	1,264	281	21	28	124	2,368	732	1,247	229	136	186	280	44
"without Honors, . . . . .	27	217	1,376	221	26	22	27	584	267	1,274	274	722	422	1,220	183
Failed, . . . . .	214	744	886	889	24	11	89	412	412	861	1,426	722	688	882	292
Total Examined, . . . . .	469	1,286	3,546	3,991	71	61	240	3,364	1,411	3,342	2,431	1,580	1,296	2,482	519
Proportion per cent. who passed with Honors, .	27.8	17.5	35.4	22.8	29.7	45.9	51.6	22.0	51.9	37.3	9.4	8.6	14.3	11.3	8.5
"    "without Honors, . . . . .	5.8	16.9	38.8	27.8	36.7	36.1	11.2	17.3	18.9	38.1	11.2	45.4	32.7	48.7	35.5
<b>(Over Age).</b>															
Passed with Honors, . . . . .	8	22	42	44	1	1	22	22	22	22	22	22	22	22	22
"without Honors, . . . . .	2	22	27	24	1	2	22	22	22	22	22	22	22	22	22
Failed, . . . . .	2	40	29	26	1	1	22	22	22	22	22	22	22	22	22
Total Examined, . . . . .	12	84	98	94	3	4	66	66	66	66	66	66	66	66	66
Proportion per cent. who passed with Honors, .	66.7	26.2	42.4	46.8	33.3	25.0	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3
"    "without Honors, . . . . .	16.7	26.2	27.7	25.5	33.3	50.0	66.7	66.7	66.7	66.7	66.7	66.7	66.7	66.7	66.7



**TABLE VIII.**—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportions per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

**BOYS.**

Middle Grade (Of the Prescribed Age.)	EXAMINED.													
	Greek.	Latin.	English.	French.	German.	Italian.	Class.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	Chemistry.	Physics.	Books.
Passed with Honors. . . . .	111	107	210	201	24	24	42	413	384	95	130	34	88	10
Passed without Honors. . . . .	84	122	262	44	10	10	5	78	106	174	112	88	248	14
Failed. . . . .	47	155	33	47	3	27	5	34	58	274	105	21	110	11
Total Examined. . . . .	241	384	305	492	37	61	52	525	548	563	447	143	546	41
Proportion per cent. who passed with Honors. .	46.0	27.9	68.7	40.8	64.8	44.4	80.4	78.6	70.1	16.9	29.1	23.7	32.4	24.4
Do so, without Honors. . . . .	34.8	31.8	86.5	11.9	26.7	24.4	10.4	14.9	19.3	30.9	24.9	59.9	37.7	14.4
(Over Age.)														
Passed with Honors. . . . .	5	8	4	10	5	5	1	5	5	1	1	1	5	1
Passed without Honors. . . . .	5	4	21	5	1	5	1	5	4	1	1	1	1	1
Failed. . . . .	4	5	5	5	1	5	1	4	5	1	1	1	1	1
Total Examined. . . . .	14	17	30	20	7	15	3	14	14	3	3	3	7	3
Proportion per cent. who passed with Honors. .	35.7	47.1	13.3	50.0	71.4	33.3	33.3	35.7	35.7	33.3	33.3	33.3	71.4	33.3
Do so, without Honors. . . . .	35.7	29.4	69.7	14.3	28.6	66.7	33.3	21.4	21.4	33.3	33.3	33.3	28.6	66.7

**TABLE VIII.**—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the percentages per cent. in those examined of those who (5) passed with Honors, and (6) who passed without Honors.—continued.

**BOYS.**

Senior Grade (Of the Prescribed Age).	Subjects.													
	Greek.	Latin.	English.	French.	German.	Italian.	Hebrew.	History & Geography.	Physical Science.	Chemistry & Botany.	Practical Science.	Drawing.	Music.	
Passed with Honors, . . . . .	78	107	100	100	22	22	24	142	79	83	41	84	20	
Passed without Honors, . . . . .	24	30	34	26	10	9	1	66	103	20	70	20	20	
Failed, . . . . .	58	23	25	27	1	1	1	14	20	17	10	16	10	
Total Examined, . . . . .	160	160	159	153	33	32	26	262	202	120	121	120	50	
Percentage per cent. who passed with Honors, . . . . .	48.1	66.9	63.5	65.3	66.7	68.8	92.3	54.2	39.1	68.3	33.9	70.0	40.0	
Do so, without Honors, . . . . .	14.4	18.8	21.4	17.0	30.3	28.1	3.8	25.2	51.0	16.7	58.0	16.7	40.0	
<b>(Over Age).</b>														
Passed with Honors, . . . . .	1	3	1	4	1	1	1	1	1	1	1	1	1	
Passed without Honors, . . . . .	4	3	3	1	1	1	1	1	1	1	1	1	1	
Failed, . . . . .	2	3	3	1	1	1	1	1	1	1	1	1	1	
Total Examined, . . . . .	7	9	7	6	3	3	3	3	3	3	3	3	3	
Percentage per cent. who passed with Honors, . . . . .	14.3	33.3	14.3	66.7	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	
Do so, without Honors, . . . . .	57.1	33.3	42.9	16.7	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	

**TABLE VIII.**—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined, also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

**BOYS.**

Total in all Grades (or the prescribed Age).	Examinations.																
	Book.	Latin.	English.	French.	German.	Italian.	Spanish.	Arithmetic.	Book-keeping.	Algebra.	Geometry.	Physics and Natural Science.*	Plant and Zoology.*	Honors only for Latin &c.†	Honors only for English &c.†	Other Subjects.	Over-ages.
Passed with Honors.	276	441	1,429	1,192	47	44	127	2,493	276	1,479	441	71	45	41	124	224	887
Passed without Honors.	322	337	2,167	1,173	45	43	27	1,611	321	1,435	1,471	185	75	71	133	443	1,395
Failed.	274	444	776	181	54	56	80	825	443	973	1,234	81	63	46	166	219	224
Total Examined.	872	1,222	4,372	3,546	145	143	234	4,929	1,040	4,125	3,344	237	183	158	423	1,317	1,335
Proportion per cent. who passed with Honors.	31.7	36.1	32.7	33.6	32.4	30.8	54.3	50.6	26.5	35.9	43.7	30.4	24.6	25.9	29.3	17.1	67
Ratio, without Honors.	32.4	37.4	40.6	33	33.4	33.6	15.5	26.4	40.6	44.1	51.4	44.5	50.4	40.1	52.5	43.3	33.3
<b>(Over Age).</b>																	
Passed with Honors.	9	51	49	36	6	6	2	25	12	47	18	3	—	—	31	4	23
Passed without Honors.	22	42	41	26	2	4	—	25	24	23	25	2	—	5	23	26	27
Failed.	5	41	28	43	—	2	—	24	21	31	76	2	—	5	44	25	31
Total Examined.	36	134	118	105	8	12	2	74	57	101	119	5	4	4	98	41	81
Proportion per cent. who passed with Honors.	25	38.1	41.5	40.9	75	50	100	33.8	21.1	46.5	15.1	60	—	—	31.7	9.8	28.4
Ratio, without Honors.	40.7	55.9	54.7	50.5	25.5	24.5	—	26	42.4	54.5	55.1	40	20	50	58.3	43.6	40

\* Junior Grade only.

† Junior and Middle Grades.

‡ Junior Grade only.

**TABLE VIII.**—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined, also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

**GIRLS.**

Senior Grade (at the Prescribed Age).	Subjects.															
	Greek.	Latin.	Eng- lish.	French.	Ger- man.	Italian.	Hebrew.	Arabic.	Logic.	Metaph.	Psych.	Algebra.	Euclid.	Geometry.	History.	Phys- ics.
Passed with Honors, . . . . .	1	30	270	300	31	14	—	280	12	20	30	7	2	2	20	130
Passed without Honors, . . . . .	—	41	221	200	31	15	—	211	27	79	141	20	7	20	120	207
Failed, . . . . .	1	20	224	247	30	7	—	200	21	117	222	30	10	104	200	120
Total Examined, . . . . .	2	111	1,089	1000	100	34	—	1,079	140	200	464	57	21	224	420	350
Proportion per cent. who passed with Honors, . . . . .	50	27.0	27.4	30.0	31.0	41.0	—	26.0	8.6	10.0	7.0	12.3	9.5	1.7	4.8	44.0
Proportion per cent. who passed without Honors, . . . . .	—	37.1	20.4	20.0	31.0	44.0	—	19.5	19.3	39.5	30.4	3.5	10.0	9.0	28.6	60.0
(Over Age).																
Passed with Honors, . . . . .	1	1	2	4	—	—	—	4	1	—	2	1	1	—	1	4
Passed without Honors, . . . . .	—	—	1	2	—	—	—	2	—	—	2	1	—	2	—	1
Failed, . . . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total Examined, . . . . .	1	1	3	6	—	—	—	6	2	—	4	3	2	2	1	5
Proportion per cent. who passed with Honors, . . . . .	100	100	66.7	66.7	—	—	—	66.7	50	—	50	—	33.3	—	100	80
Proportion per cent. who passed without Honors, . . . . .	—	—	33.3	33.3	—	—	—	33.3	50	—	50	—	66.7	—	—	20

TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

## GIRLS.

Schools Group (of the Prescribed Age).	Subjects.															
	Greek.	Latin.	English.	French.	German.	Italian.	Hebrew.	Arabic.	History.	Algebra.	Euclid (First- book).	Chem- istry.	Botany.	Zoo- logy.	Maths.	Proportion per cent.
Passed with Honors, . . . . .	1	15	148	282	48	12	..	152	45	11	8	1	2	15	28	100
without Honors, . . . . .	..	18	159	35	18	5	..	24	27	21	8	..	18	55	15	27
Failed, . . . . .	..	18	20	18	18	8	..	36	30	30	8	2	30	30	28	22
Total Examined, . . . . .	1	41	227	335	75	25	..	212	102	122	24	3	50	100	71	250
Proportion per cent. who passed with Honors, .	100	36.6	65.2	84.2	64.0	48	..	71.7	44.1	9.0	33.3	33.3	4.0	15.0	40.0	40.0
"    without Honors, . . . . .	..	44	69.6	10.0	28.0	20	..	11.3	26.5	17.7	33.3	..	36.0	45.0	60.0	60.0
(Over Age).																
Passed with Honors, . . . . .	..	..	2	2	..	..	..	2	..	..	..	..	..	..	1	8
without Honors, . . . . .	..	..	2	..	..	..	..	2	1	..	..	..	..	..	2	2
Failed, . . . . .	..	..	1	1	..	..	..	1	1	2	..	..	..	..	1	..
Total Examined, . . . . .	..	..	5	5	..	..	..	5	3	3	..	..	..	..	4	10
Proportion per cent. who passed with Honors, .	..	..	40.0	40.0	..	..	..	40.0	..	..	..	..	..	..	25.0	80.0
"    without Honors, . . . . .	..	..	60.0	..	..	..	..	60.0	100	..	..	..	..	..	75.0	20.0

TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. in those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

GIRLS.

Master Grade (of the prescribed Age).	Subjects.													
	Arith.	Latin.	English.	French.	German.	Italian.	Hebrew.	Modern Languages.	Latin Composition.	Class Composition.	History Composition.	Geography.	Primer.	Drawing.
Passed with Honors, without Honors, . . . . .	1 -	12 2	12 2	22 20	21 20	2 -	- -	12 20	20 19	7 8	0 1	- -	7 18	7 12
Failed, . . . . .	-	-	7	20	-	2	-	20	19	8	1	-	18	12
Total Examined, . . . . .	1	14	19	42	41	2	-	32	38	15	1	-	25	24
Proportion per cent. who passed with Honors, .	100	85.7	63.2	52.4	51.2	0	-	37.5	52.6	46.7	0	-	28.0	29.2
Do., without Honors, . . . . .	-	14.3	36.8	47.6	48.8	100	-	62.5	47.4	53.3	100	-	72.0	70.8
(Over Age).														
Passed with Honors, without Honors, . . . . .	-	-	2	2	2	-	-	-	-	-	-	-	-	-
Failed, . . . . .	-	-	-	-	-	-	-	1	1	1	-	-	-	-
Total Examined, . . . . .	-	-	2	2	2	-	-	1	1	1	-	-	-	-
Proportion per cent. who passed with Honors, .	-	-	100	100	100	-	-	-	-	-	-	-	-	-
Do., without Honors, . . . . .	-	-	-	-	-	-	-	100	100	100	-	-	-	-

TABLE VIII.—Showing for each subject, (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number selected, also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

## GIRLS.

Total in all Sections (of the Prescribed Age).	Subjects.																		
	Greek	Latin	Eng- lish	French	Ger- man	Italian	Hebrew	Math- ematics	Phys- ics	Euclid	Nat- ural phil.	History & Anti- quities	English Literature	Science Philosophy	Geog- raphy	Botany	Comp- Ag.	Music	Domestic Economy
Passed with Honors.	2	41	102	477	181	16	.	214	40	120	43	11	7	14	3	10	48	100	633
without Honors.	1	71	715	341	61	13	.	315	37	281	205	35	9	58	7	45	250	252	200
Failed.	.	72	184	383	58	13	.	525	14	142	313	70	6	41	14	175	333	215	147
Total Examined.	4	282	1,074	1,561	300	32	.	1,054	91	543	560	116	22	113	24	230	641	567	1,033
Proportion per cent. who passed with Honors.	50	14.5	9.5	30.6	60	50.0	.	20.3	44	22	7.7	10.3	31.8	12.3	1.3	4.3	12.3	17.6	61.3
Ratio, without Honors.	.	17.5	17.5	37.7	34.3	37.5	.	75.7	56.6	72.0	74.0	64.7	27.2	87.7	26.7	25.7	41.7	32.4	38.7
(Over Age).																			
Passed with Honors.	1	1	44	18	2	.	.	12	1	.	.	.	.	.	1	1	1	1	1
without Honors.	.	.	9	1	.	.	.	4	.	1	1	1	1	1	1	1	1	1	1
Failed.	.	.	1	2	.	.	.	1	1	1	1	1	1	1	.	1	1	1	1
Total Examined.	1	1	54	21	2	.	.	17	2	2	2	2	2	2	2	2	2	2	2
Proportion per cent. who passed with Honors.	100	100	81.5	85.7	100	.	.	70	50	.	.	.	.	.	50	100	50	100	100
Ratio, without Honors.	.	.	18.5	14.3	.	.	.	30	50	100	100	100	100	100	50	.	50	0	0

\* Under Twelve only.

† Twelve and Middle Grades.

‡ Senior Grade only.





the year ended 31st December, 1888.

ACCOUNT.

	Securities.	Cash.
	£ s. d.	£ s. d.
Cash invested in Government Securities, . . .	—	1,481 15 10
Securities sold, . . . . .	5,500 0 0	5,283 8 3
Balance on 31st December, 1888, . . .	1,012,861 4 9	—
	£ 1,018,361 4 9	6,765 4 1

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
<i>In respect of the year 1887:—</i>		
Administration Incidentals, . . . . .	20 15 0	
Cost of Audit, 1887, . . . . .	100 0 0	120 15 0
<i>In respect of the year 1888:—</i>		
<i>Administration—</i>		
Permanent Salaries, . . . . .	2,758 19 1	
Writers, . . . . .	523 10 6	
Rent, . . . . .	64 12 4	
Printing and Stationery, . . . . .	32 1 11	
Incidentals, . . . . .	208 14 5	3,586 18 3
<i>Examinations—</i>		
Examiners, . . . . .	4,080 0 0	
Do., Locomotive Expenses, . . . . .	43 0 10	
Centre Superintendents, . . . . .	2,237 0 0	
Do., Locomotive Expenses, . . . . .	306 4 4	
Hire of Rooms, . . . . .	204 5 8	
Printing and Stationery, . . . . .	1,162 1 8	
Petty Expenses,† . . . . .	610 2 5	8,642 14 11
<i>Rewards—</i>		
Money Prizes, and moiety of Exhibitions, 1888, . . . . .	5,179 10 0	
Retained Exhibitions of 1885, 1886, and 1887, . . . . .	7,882 10 0	
Results Fees, . . . . .	12,045 1 2	
Medals and Minor Prizes, . . . . .	1,110 16 8	26,217 17 10
<i>Miscellaneous—</i>		
Income Tax to be refunded, . . . . .	—	846 7 1
Surplus Income invested in Government Securities, . . . . .	—	1,481 15 10
<i>Balance—</i>		
Cash, . . . . .	5 7 4	
Results Fees, overpaid in 1882 to be refunded by Teachers, . . . . .	1 19 3	7 6 7
		£ 40,906 15 6

† Under this are included Advertisements, Postage, Carriage of Parcels, and sundry petty expenses.



Given under our Common Seal  
this 12th day of April, 1889.

L.S.

Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY, } Assistant Commissioners  
JOHN C. MALET, }

NAMES OF THE COMMISSIONERS  
OF  
INTERMEDIATE EDUCATION (IRELAND)

---

Right Hon. J. T. BALL, LL.D., D.C.L., Chairman.

Right Hon. C. PALLES, LL.D., Lord Chief Baron of the Exchequer  
in Ireland, Vice-Chairman.

Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Regius Professor  
of Divinity, University of Dublin.

The Right Hon. the O'CONOR DON, D.L.

Sir JAMES P. CORRY, Bart., M.P.

Rev. JACKSON SMYTH, D.D.

Rev. JOHN EGAN, D.D., LL.D.

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, LL.D.

JOHN C. MALET, M.A., F.R.S.

# APPENDIX I.

## INTERMEDIATE EDUCATION BOARD FOR IRELAND EXAMINATIONS, 1888.

LIST of PERSONS of whom a sufficient number will be selected, with the approval of the LORD LIEUTENANT, to conduct the Examinations in 1888 (Rule 4).

### GREEK AND LATIN.

- Armour, Rev. Jas. B., M.A. (R.U.I.)  
 Barrett, Rev. R.  
 Beare, John I., M.A., F.T.C.D.  
 Bury, John B., M.A. (Dub.); F.T.C.D.  
 Butler, Rev. M. J., B.A., D.D.  
 Conan, Arthur, M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.  
 Davies, John F., M.A. (Dub.), Professor of Latin, Queen's Coll., Galway.  
 Dickie, John, B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Dougan, T. W. (Cantab.), M.A., Fellow, St. John's College, Cambridge, Professor of Latin, Queen's College, Belfast.  
 Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.), 1st Sen. Mod., T.C.D., University Student.  
 Doyle, Charles, M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.  
 Doyle, Robert, B.A. (Dub.), Moderator, T.C.D.  
 Hayes, Rev. Laurence J., D.D., Professor, St. Patrick's College, Thurles.  
 Keene, Charles, M.A. (Dub.), Sen. Mod., T.C.D.  
 Kelly, Rev. J. J.  
 King, Robert M., B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.  
 Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.  
 Maguire, Thomas, LL.D. (Dub.), F.T.C.D.  
 Montgomery, Malcolm, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.  
 O'Farrell, Edward, B.A. (Dub.), Mod., T.C.D.  
 O'Neill, Rev. James.  
 Ormsby, Robert, M.A. (Oxon.), F.R.U.I., Ex-Fellow, Trin. Coll., Oxford, Professor, University College, Dublin.  
 Palmer, Arthur, M.A. (Dub.), F.T.C.D., Professor of Latin, University of Dublin.  
 Quinn, M. T., M.A.; First in Classics, B.A. (Lond.)  
 Rice, Rev. James, B.D. (Dub.), Sen. Mod., T.C.D.  
 Ridgeway, William, M.A. (Dub.), Professor of Greek, Queen's College, Cork; Ex-Fellow, Gonville and Caius College, Cambridge.  
 Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.  
 Roberts, Theodore M., M.A. (Dub.), Sen. Mod., T.C.D.  
 Sandford, Philip George, M.A. (Dub.), Sen. Mod., T.C.D.  
 Starkie, W. J. M., B.A. (Cantab.), First Class, Classical Tripos.  
 Stewart, James, M.A. (Cantab.), F.R.U.I., Professor, University Coll., Dublin.  
 Thompson, D'Arcy W., M.A. (Cantab.), F.R.U.I., Professor of Greek, Queen's College, Galway.

Tyrrell, Robert Y., M.A. (Dub.), F.T.C.D., Professor of Greek, Univ. of Dublin.

Wilkins, Aug. S., M.A. (Lond. and Cantab.), Professor of Latin and Comparative Philology, Owens College, Manchester.

# ENGLISH.

Armstrong, George F., M.A. (Dub.); F.R.U.I.; Professor of History and English Literature, Queen's College, Cork.

Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.

Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.

Bastable, C. F., B.A. (Dub.), Professor of Political Economy, Univ. of Dublin.

Brown, Samuel Lombard, B.A. (R.U.I.)

Carmichael, Rev. Frederick F., LL.D. (Dub.)

Cherry, Richard R., M.A. (Dub.), Sen. Mod., T.C.D.

Clancy, Rev. John J., Professor of English Literature, St. Patrick's College, Maynooth.

Cooke, John, B.A. (Dub.)

Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.

Dixon, G. Y., M.A., T.C.D.

Donnellan, Rev. James, St. Patrick's College, Maynooth.

Donovan, R., B.A. (R.U.I.)

Dougherty, Rev. J. B., M.A. (R.U.I.), Professor of Logic, Magee College, Londonderry.

Evans, Rev. Henry, D.D.

Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.

Fitzgibbon, Henry M., M.A. (Dub.), Senior Mod., T.C.D.

Gilliland, W. L., B.A., LL.B. (Dub.), Senior Mod., T.C.D.

Gilmartin, Rev. T., St. Patrick's College, Maynooth.

Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.

Herdman, John O., M.A., Sen. Mod., T.C.D.

Hogan, Rev. J. F., St. Patrick's College, Maynooth.

Keane, A. H., B.A.

Keboe, Daniel, B.A. (Dub.), Senior Mod., T.C.D.

Lennox, P. J., B.A. (R.U.I.)

Lyster, Thomas W., B.A. (Dub.), 1st Senior Mod., T.C.D., Assistant Librarian, National Library of Ireland.

McBride, Rev. J. B., B.A. (R.U.I.)

McDonald, Rev. Walter, St. Patrick's College, Maynooth.

Meiklejohn, J. M. D., Professor of Education, University St. Andrews, N.B.

Nash, Francis Herbert, M.A. (Dub.)

Nicolls, Archibald J., LL.B. (Dub.)

O'Leary, Rev. Patrick, St. Patrick's College, Maynooth.

O'Loan, Rev. Daniel, St. Patrick's College, Maynooth.

Osborne, R. E., M.A.

Owens, Rev. R., St. Patrick's College, Maynooth.

Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.

Rea, Rev. George T., M.A.

Rolleston, T. W., B.A., T.C.D.

Scrutton, Thomas, B.A. (Oxon.)

- Smyth, Rev. J. Patterson, B.A., LL.B. (Dub.), Sen. Mod., T.C.D.  
 Taylor, John F.  
 Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Wright, A. E., B.A. (Dub.), 1st Senior Mod., T.C.D.  
 Yonge, Charles D., M.A. (Oxon.), F.R.U.I., Professor of History and English Literature, Queen's College, Belfast.

## FRENCH.

- Amours, F. J., B. es L. French Master, Glasgow Academy.  
 Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. Coll., South Wales, Cardiff.  
 Barbier, Georges E., Lecturer in French, The Athenæum, Glasgow.  
 Boiella, James, B.A. (Paris).  
 Bué, Henri, B. es L. (Univ. Gall.)  
 Cogery, A., B. es L. (Paris), Examiner in French, Trinity College, London.  
 D'Anquier, Rev. E. C., M.A. (Cantab.), Head Master, South Eastern College, Ramsgate.  
 D'Anquier, T. C., Senior French Master, Manchester Grammar School.  
 Dardelle, Alexis, University School, London.  
 Esclançon, A., Assistant Examiner in the University of London.  
 McWeeny, Edmond J., B.A. (Royal Univ., Ireland).  
 Massé, J. E. P.  
 Miget, N., B. es L.  
 Oger, V., French Lecturer, Univ. Coll., Liverpool.  
 Polin, Rev. G., B. es L., F.R.U.I.  
 Vignon, G., B. es sc., Master of French and German Literature, The Academy, Edinburgh.

## GERMAN.

- Buchheim, C. A., PH.D., Prof. of German in King's College, London.  
 Fischer, E. L.  
 Hager, Herman, PH.D.  
 Meissner, A. L., PH.D., Prof. Modern Languages, Queen's Coll., Belfast.  
 Oswald, E., M.A., PH.D. (Göttingen.), Instructor in German to the Royal Naval College, Greenwich.  
 Schlomka, O., M.A., PH.D.  
 Selss, Albert M., M.A. (Dub.), Sen. Mod. T.C.D., PH.D., Professor of German, University of Dublin.  
 Steinberger, Valentine, M.A., R.U.I., Professor of Modern Languages, Queen's College, Galway.

## ITALIAN.

- Cristina, F.  
 Farinelli, A., Professor of Italian, University College, London.  
 O'Keeffe, Rev. Barth. A., D.D.  
 Ricci, Luigi, Prof. City of London College,

## CELTIC.

- Flannery, T., London.  
 Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.  
 McCarthy, Rev. B., D.D.  
 Molloy, John, B. es L.  
 Murphy, Rev. James E. H., B.A. (Dub.), Ex-siz, Bedell Sch. T.C.D.  
 O'Duffy, Richard J., Hon. Sec., Society for the Preservation of the Irish Language.

## MATHEMATICS.

- Anglin, A. H., M.A. (R.U.I.), B.A. (Cantab.), F.R.S.E.  
 Ball, Robert S., LL.D. (Dub.), F.R.S., Astronomer Royal of Ireland.  
 Bergin, William, B.A. (Dub.), Sen. Mod., T.C.D.  
 Bernard, J. H., M.A. (Dub.), F.T.C.D.  
 Boylan, Rev. Andrew, St. Patrick's College, Maynooth.  
 Burnside, Wm. S., M.A. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of Dublin.  
 Casey, John, LL.D. (Dub.), F.R.S., F.R.U.I., Professor, University College, Dublin.  
 Coates, W. M., M.A. (Dub.), B.A. (Cantab.), Sen. Mod., T.C.D., Fellow of Queen's College, Cambridge.  
 Dawson, H. G., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.  
 Graham, Christopher, M.A. (Dub.), B.A. (Cantab.), 1st Sen. Mod., T.C.D., Ex-Fellow, Gonville and Caius College, Cambridge.  
 Graham, Robert, M.A. (Dub.), Sen. Mod., T.C.D.  
 Griffin, Robert W., LL.D. (Dub.)  
 Johnston, Swift P., M.A. (Dub.), First Sen. Mod., T.C.D., Univ. Student.  
 Judge, Rev. Thomas E., St. Patrick's College, Maynooth.  
 Larmor, Joseph, M.A. (R.U.I.), B.A. (Cantab.), Senior Wrangler, Fellow of St. John's College, Cambridge.  
 Lawlor, Rev. H. J., B.A. (Dub.), Sen. Mod., T.C.D., Univ. Student.  
 Leeboddy, John R., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.  
 Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.  
 McGrath, Jos., B.A. (Lond.), Professor of Mathematics and Physics, Catholic Training College, Drumcondra.  
 Minchin, George M., M.A. (Dub.), Professor of Applied Mathematics, Royal Indian Engineering College, Cooper's Hill.  
 Moran, Rev. Francis, B.A.  
 O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.  
 O'Donnell, Rev. Patrick, Professor, St. Patrick's College, Maynooth.  
 O'Sullivan, A. C., M.A. (Dub.), F.T.C.D.  
 Panton, Arthur W., M.A. (Dub.), F.T.C.D.  
 Rambaut, Arthur A., B.A. (Dub.), Sen. Mod., T.C.D., Assistant Astronomer, Dunsink Observatory.  
 Rea, James C., B.A. (R.U.I.), Professor in the Church of Ireland Training College, Kildare-place.  
 Roberts, William R., M.A. (Dub.), F.T.C.D.  
 Russell, R., B.A. (Dub.), First Sen. Mod., T.C.D.  
 Shaw, George F., LL.D. (Dub.), F.T.C.D.  
 Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.  
 Taylor, Rev. John P., M.A., T.C.D., Senior Fellow, Clare Coll., Cambridge.  
 Truill, Anthony, LL.D., M.D. (Dub.), F.T.C.D.  
 Tucker, Robert, M.A. (Cantab.), Head Mathematical Master of University College School; Hon. Sec. of the London Mathematical Society.

## ARITHMETIC AND BOOK-KEEPING.

- Bond, H. S., Royal Bank of Ireland.  
 Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.  
 Dowling, E. H. Hughes, Math. Tutor, University College, Stephen's-green, Dublin.



- Ellis, Wm. E., LL.B. (Dub.)  
 Fitzpatrick, S., Prof. of Mathematics, Catholic Training Coll., Drumcondra.  
 Hughes, Rev. William, B.D. (Dub.)  
 Inwood, Thos. W., B.A., Professor of Mathematics, St. George's College, Downside, Bath.  
 Irwin, Rev. Charles K., B.D. (Dub.)  
 Kellcher, Rev. John, O.C.  
 Macbeth, Rev. John, LL.B. (Dub.)  
 O'Brien, Edward T., Accountant, Mining Company of Ireland.  
 Oram, John E., M.E. (R.U.I.), M.A., Ex-Professor of Mathematics, &c., Univ. of Windsor, N.S.  
 Spencer, Edward, M.A. (Dub.)  
 Tristram, Rev. John W., B.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector and Secretary, Diocesan Board of Education.  
 Whitton, Frederick A., Accountant, Representative Church Body.

## NATURAL PHILOSOPHY.

- Barrett, W. F., F.R.S.E., Professor of Physics, R.C.S.I.  
 Carroll, Rev. P. J., St. Patrick's College, Maynooth.  
 Coffey, George, B.A. (Dub.), Sen. Mod., T.C.D.  
 Doherty, J. J., LL.D. (Dub.), Sen. Mod., T.C.D.  
 Fitzgerald, George F., M.A. (Dub.), F.R.S., F.T.C.D.  
 Griffin, Gerald.  
 Larmor, Alexander, M.A. (R.U.I.), B.A. (Cantab.), Fellow of Clare College, Cambridge.  
 Lyle, Thomas R., M.A. (Dub.), First Sen. Mod., T.C.D., Univ. Student.  
 Lyster, Arthur E., B.A. (Dub.), Sen. Mod., T.C.D.  
 Moore, Hugh Keys, B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Murphy, N. D., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Preston, Thomas, B.A. (Dub.), Sen. Mod., T.C.D.  
 Roberts, James, B.A. (Dub.), Sen. Mod., T.C.D.  
 Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.  
 Stewart, John Huston, B.A. (R.U.I.), B.Sc. (London); Professor of Experimental Physics, University College, Dublin.

## CHEMISTRY.

- Boll, Chichester, M.B. (Dub.), Sen. Mod., T.C.D.  
 Campbell, John, M.B. (Dub.), F.R.U.I., Professor, University Coll., Dub.  
 Davy, Edmund W., M.A., M.D. (Dub.)  
 Dixon, Augustus E., M.D., F.C.S., Assist. Lect. Chemistry, Univ. of Dub.  
 Falkner, Ninian M., M.B., M.Ch. (Dub.), F.O.S.I.  
 Lapper, Edwin, L.R.Q.C.P.L., Lecturer in Chemistry, Ledwich School of Medicine.  
 Letts, Edmund A., Ph.D., F.O.S., Professor of Chemistry, Queen's Coll., Belfast.  
 Macallan, John, Laboratory, Royal College of Surgeons, Ireland.  
 M'Hugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.  
 Moss, Richard J., F.O.S., F.I.C., Registrar and Chemical Analyst, Royal Dublin Society.  
 Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.  
 Rowney, Thomas H., D.Sc. (R.U.I.), Ph.D., Professor of Chemistry, Queen's College, Galway.

## BOTANY.

- Anderson, R. J., M.A., M.D. (R.U.I.), Prof. of Natural History, Queen's College Galway.  
 Boulger, G. S., F.L.S., F.G.S.  
 Hamilton, Rev. Thomas, M.A. (R.U.I.)  
 Hartog, Marcus M., M.A., D.Sc., F.L.S., F.R.U.I., Prof. Nat. Hist., Queen's College, Cork  
 Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural History, Queen's College, Galway.  
 Pim, Greenwood, M.A. (Dub.), Sen. Mod., T.C.D.  
 Sigerson, George, M.D., M.Ch. (R.U.I.)  
 Wilson, Andrew, Ph.D., F.R.S.E., F.L.S.  
 Wright, Ed. Perceval, M.D. (Dub.), Prof. of Botany, Univ. of Dublin.

## DRAWING.

- Atkinson, George M., Examiner, Science and Art Department, South Kensington.  
 Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.  
 Carroll, John, Art Master, Hammersmith Training College.  
 Craister, Walter, Head Master, Government School of Art, Stevenson Memorial Hall, Chesterfield.  
 Harris, Robert, Art Master, St. Paul's School, London.  
 Jackson, Joshua, Art Master, Manchester Grammar School.  
 Langman, A. W. F., Head Master, Southampton School of Art.  
 Lindsay, Thomas M., Drawing Master, Rugby School.  
 Prendergast, P. J., C.E.  
 Townsend, Edward, M.A. (Dub.), D.Sc. (R.U.I.), Professor of Engineering Queen's College, Galway.  
 Vinter, J. A., London.

## THEORY OF MUSIC.

- Allison, H., M.U.D. (Dub.)  
 Garrett, George, M.U.D., M.A. (Cantab.)  
 Gater, William H., B.A., M.U.D. (Dub.)  
 Gick, Thomas, M.U.D. (Dublin).  
 Goodwin, W. G.  
 Hanratty, J. H.  
 Hoffmann, F.  
 Houghton, Edward.  
 Jose, T. R. G., M.U.D. (Dub.)  
 Kerbusch, L., M.U.D. (Dub.)  
 Malone, Robert, M.U.D. (Dub.)  
 Marks, J. Chr., M.U.D. (Oxon.)  
 Marks, T. Osborne, M.U.D.  
 Rogers, Brendan J.  
 Smith, Joseph, M.U.D. (Dub.)  
 Taylor, Charlotte M., M.U.B. (R.U.I.)

## DOMESTIC ECONOMY.

- Barlow, Jane.  
 Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.  
 Capes, Florence M.  
 Gallaher, Fannie M.  
 Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.

## APPENDIX II.

## LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO  
CONDUCT THE EXAMINATIONS IN 1888.

## GREEK AND LATIN.

- Armour, Rev. Jas. B., M.A. (R.U.I.)  
Kelly, Rev. J. J.  
Palmer, Arthur, M.A. (Dub.), F.T.C.D., Professor of Latin, Univ. of Dublin.  
Ryan, Rev. Innocent, St. Patrick's College, Thurles.  
Starkie, W. J. M., B.A. (Cantab.)  
Tyrell, R. Y., M.A. (Dub.), F.T.C.D., Professor of Greek, Univ. of Dublin.

## ENGLISH.

- Cherry, Richard R., M.A. (Dub.)  
Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.  
Dixon, George Y., M.A. (Dub.)  
Evans, Rev. Henry, D.D.  
FitzGibbon, Henry M., M.A. (Dub.)  
Graham, William, M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.  
Hogan, Rev. J. F., St. Patrick's College, Maynooth.  
McDonald, Rev. Walter, St. Patrick's College, Maynooth.  
Nicolls, A. J., LL.B. (Dub.)  
O'Leary, Rev. P., St. Patrick's College, Maynooth.  
Owens, Rev. R., St. Patrick's College, Maynooth.  
Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.

## FRENCH.

- Barbier, Paul E. E., Lecturer, French Language and Literature, University College, South Wales.  
Cogery, A., B.A., LL. (Paris).  
d'Auquier, T. C.  
McWeeny, Edmond J., M.A., M.B.

## GERMAN.

- Sells, Albert M., M.A. (Dub.), Sen. Med., T.C.D., PH.D., Professor of German, University of Dublin.

## ITALIAN.

- Farinelli, A., Professor of Italian, University College, London.

## CELTIC.

- McCarthy, Rev. B., D.D.

## MATHEMATICS.

- England, John, M.A. (Dub.) Professor of Natural Philosophy, Queen's College, Cork.  
 Graham, Robert, M.A. (Dub.)  
 Leebody, John R., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.  
 Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.  
 McGrath, Joe., B.A. (Lond.) Professor of Mathematics and Physics, Catholic Training College, Drumcondra.  
 Moran, Rev. Francis, B.A.  
 O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.  
 O'Sullivan, A. C., M.A. (Dub.), F.T.C.D.  
 Russell, Robert, M.A., F.T.C.D.

## ARITHMETIC AND BOOK-KEEPING.

- Dowling, E. H. Hughes, Math. Tutor, University College, Stephen's-green, Dublin.  
 Hughes, Rev. William, B.D. (Dub.)  
 O'Brien, Edward T., Accountant, Mining Company of Ireland.  
 Tristram, Rev. John W., M.A. (Dub.), Diocesan Inspector and Secretary, Diocesan Board of Education.

## NATURAL PHILOSOPHY.

- Coffey, George, B.E. (Dub.)  
 Doherty, J. J., LL.D. (Dub.)  
 FitzGerald, George F., M.A. (Dub.), F.R.S., F.T.C.D.

## CHEMISTRY.

- Dixon, Augustus E., M.D., F.C.S., Assistant Lecturer, Chemistry, Univ. of Dublin.  
 McHugh, Michael, M.B. (Dub.)

## BOTANY.

- Wright, Ed. Perceval, M.D. (Dub.), Professor of Botany, Univ. of Dublin

## DRAWING.

- Carroll, John, Art Master, Hammersmith Training College.  
 Langman, A. W. F., Head Master, Southampton School of Art.  
 Lindsay, Thomas M., Drawing Master, Rugby School.  
 Prendergast, P. J., C.E.

## THEORY OF MUSIC.

- Marks, J. Chr., Mus. D. (Oxon.)  
 Smith, Joseph, Mus. D. (Dub.)

## DOMESTIC ECONOMY.

- Barlow, Jane.  
 Gallaher, Fannie M.

## APPENDIX III.

EXTRACTS FROM THE REPORTS OF THE  
EXAMINERS, 1888.

## GREEK.

JUNIOR GRADE.—2nd Paper.

MIDDLE GRADE.—1st Paper.

SENIOR GRADE.—2nd Paper.

## Report of ARTHUR PALMER, M.A.

I beg to report that this year I examined the papers of the candidates in Greek, Junior Grade, 2nd Paper, Middle Grade, 1st Paper, Senior Grade, 2nd Paper. I was struck by the careful preparation exhibited in all the Grades in the translation of the prescribed portions of authors. The parsing by the candidates was on the whole good. In the Middle Grade the composition of the candidates was much better than I expected. As this is the first year I have examined in Greek, I am not able to make any comparison with previous years, but it appears to me that a good standard of excellence was on the whole reached by the candidates, especially in the two Senior Grades. In the Junior Grade there was a much larger proportion of failures, and a number of blank papers were sent in.

## Report of W. J. M. STARKIE, B.A.

## SENIOR GRADE—FIRST PAPER.

The answering in Grammar was excellent in style and accuracy, and showed that Greek is carefully taught in most of the schools. Very few boys, indeed, failed to get the required number of marks in this subject. However, it would be well that more attention should be given to the study of the Greek particles: it seems to be generally thought that "indeed" represents sufficiently all significations. The style of the Greek compositions, in a few cases, was excellent. The exercises that won the extra prizes seemed to be quite above the average. However, some of the candidates evidently had not sufficient practice in consecutive translation. The translations of the prepared passages were accurate, and, in most cases, idiomatic; but hardly sufficient knowledge was shown of the notes of the best commentator.

## MIDDLE GRADE—SECOND PAPER.

The translations of the prepared passage were sadly wanting in accuracy. A free style of translation was adopted, that missed all the more minute points, without a counterbalancing gain in elegance. A very

insufficient grasp was displayed of the general sense, or the grammatical difficulties in the passages. Good editions of the "Apology" are numerous, and certainly deserve to have been more studied than they seem to have been.

The translations of the unprepared passages were very unequal. Most candidates were satisfied with writing down the meanings of the words as they came, without attempting to grasp the general sense. However, in a few cases, the renderings given were really admirable.

No fault could be found with the style of answering in History.

#### JUNIOR GRADE.—FIRST PAPER.

The answering in Grammar was, on the whole, unsatisfactory. It is a pity that so many boys should offer themselves for examination without having acquired a knowledge of even the elements of the language. The number of failures in Grammar and Composition was extremely large. In a few cases the compositions were almost faultless, and were very creditable to boys so young.

The prepared passages were, on the whole, translated in a satisfactory manner. Some candidates seemed to have learned the English by heart, and in many cases, deceived by a similarity of words, wrote down a rendering of a different passage.

#### LATIN.

##### SENIOR GRADE.—FIRST PAPER.

Report of ARTHUR PALMER, M.A.

I examined the answers of the candidates in the Senior Grade, Latin, First Paper, and noticed the usual careful preparation of the candidates, and their general average merit. There was no striking advance in Latin prose, and Latin verse showed great weakness. On the other hand, the candidates showed remarkable knowledge of grammar and great facility of translation.

##### SENIOR GRADE—SECOND PAPER.

Report of W. J. M. STARKIE, B.A.

The knowledge exhibited of the prepared book was considerable. However, considering the shortness of the course, I think that more familiarity with the views of the best commentators on the various difficulties might have been shown. Inaccuracy of translation was very frequent, *e.g.*, such mistakes as "*lævia*," "*light*," were common.

The difficulties in the unprepared passages were satisfactorily encountered. Very few candidates failed to arrive at the general sense of the passages.

The answering in History was satisfactory in most cases; however, the chapters on "Roman Literature" seem to have been neglected. On the whole, the handwriting and orthography in all the grades were admirable, and reflected the greatest credit on the elementary schools in the country.

**MIDDLE GRADE.—FIRST PAPER.**

Report of R. Y. TYRRELL, M.A.

In this Grade the translation of the prepared books was not so good as might have been expected, and I have marked severely want of preparation for this part of the examination. There is no excuse for a candidate who neglects so short a course. My marks in composition were as a rule low, yet I think they tended rather in the direction of undue leniency. However, I think there is some improvement on former years.

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**MIDDLE GRADE (BOYS AND GIRLS).—SECOND PAPER.**

Report of Rev. J. B. ARMOUR, M.A.

The papers as a whole were the best I have yet examined in connection with the Intermediate Board. The number of failures was comparatively few, and the proportion of good papers was unusually large. The translation of the prescribed passages and the parsing indicated very careful preparation. The unprescribed prose passage was generally attempted, and by a large proportion creditably rendered. The lines from Horace (unprescribed) were not so generally attempted, and only a few caught their meaning. The answering in History was very satisfactory all round, and in many cases was excellent. The girls' papers were as a whole scarcely so meritorious as the boys, but what is said of the different sections of the examination paper applies to them also. The papers conclusively prove that the Intermediate system is bearing good fruit.

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**JUNIOR GRADE—BOYS—FIRST PAPER.**

Report of Rev. J. J. KELLY, and R. Y. TYRRELL, M.A.

Having finished the examination of the papers in Latin, Junior Grade (Boys), and compared the results with our former experience as Examiners, we think there has been a steady improvement in the teaching of the schools which send pupils to these Examinations.

The passages from Cornelius Nepos were, on the whole, well done.

The answers to the grammar questions were, taken together, satisfactory. Question 7 (parsing and syntax) was not so well answered, as might be fairly expected.

The part of the Examinations with which Examiners have been heretofore least pleased has been Latin Composition.

Although we regret that we cannot say that the Composition at the present examinations has been, on the whole, even fairly satisfactory, we think there has been a comparative improvement. This has been, probably, effected by the rule requiring for a pass, and pass with honours, 20 and 30 per cent., respectively, of the marks assigned to Grammar and Prose Composition taken together. The composition, on the whole, leads us to think that there must be still a considerable number of schools in which the pupils receive very little practice in Latin Composition, and the differences of idiom. In a considerable number of the attempts at translating into Latin there were gross blunders in the common concordances, the cases of nouns and pronouns, the moods and tenses of verbs. This part of the Examinations requires the serious attention of teachers.

A comparatively small number of the Candidates answered satisfactorily the questions in Geography and History arising out of the prescribed book. It would be convenient if the candidates could be induced to follow the order of the questions on the paper in giving their answers.

#### JUNIOR GRADE.—SECOND PAPER.

Report of Rev. J. B. ARMOUR, M.A., and Rev. INNOCENT RYAN.

The majority of the pupils showed an intelligent and sound knowledge of Latin. There was but the slightest evidence of the "cram" system. A considerable minority reached a degree of excellence that could hardly have been expected from pupils of the Junior Grade, the answering being accurate, neat in form, and concise in expression. Many, however, were unnecessarily diffuse, some translating rather too freely and giving more than the required parts of the verbs and nouns, etc.

By far the greater number of those who were prepared in the books prescribed did the "Unseen Passage" fairly well; very many scored a high percentage; a few almost attained the maximum. The Roman History answering of the minority was very good, in some cases excellent; but, as a whole, the answering in History was the least satisfactory part of the papers. The parsing of the words and the scansion were, as a rule, very good.

#### ENGLISH.

##### SENIOR GRADE—FIRST PAPER—BOYS.

Report of JOHN PARK, M.A., D.LIT.

The Senior Boys wrote legibly and often elegantly, spelled and punctuated well, and in most cases grasped the meaning of the questions. Their essays were, on the whole, neither surprising nor disappointing; they displayed a very considerable amount of sober sense and useful information, and a moderately good style; they were seldom brilliant or original, and I do not think they indicate much attention to composition.

I can speak very favourably of the analyses; and favourably, though not so favourably, of the answering in Grammar, where there were several careless ineptitudes and a too general want of exactness and accuracy.

The prescribed portion of Burke had been fairly read, and with evident interest and intelligence on the part of many candidates; but very few indeed quoted the exact words of the eloquent passages required, and too many had most imperfect ideas of explanatory notes.

##### SENIOR GRADE—FIRST PAPER—GIRLS.

Report of DANIEL CROLY, M.A.

I examined the answers of the Senior Grade Girls to questions on Composition, Grammar, and Burke's Reflections on the French Revolution,



The compositions were, on the whole, good. None attained to a high excellence, but none were positively bad.

The Grammar questions were answered fairly well, but in too many instances the candidates did not devote sufficient thought to their answers. The analysis was well done by the majority, but there was a tendency to be too mechanical. I cannot speak favourably of the parsing. The practice of this important branch of Grammar seems to have been completely neglected.

Burke's Reflections had been evidently studied very carefully, quite a satisfactory number of candidates being able to quote verbatim one of the passages required.

In conclusion I have great pleasure in being able to testify to the excellent form in which nearly all the papers were turned out. The handwriting, spelling, and punctuation were uniformly good, and there was an almost complete absence of that want of conciseness of which I had occasion to complain in my report of last year.

#### SENIOR GRADE, BOYS.—SECOND PAPER.

Report of RICHARD R. CHERRY, M.A.

I found the answering of the boys in the Senior Grade, on the whole, very satisfactory. The average of the marks I awarded was extremely high; and very few of the candidates failed to obtain pass marks.

As regards the answering in English Literature, I found, as many other examiners have noticed, that the work was in a great many instances committed to memory, without a complete understanding of its meaning; and that the questions which required some amount of observation and reasoning were generally badly answered, while a minute knowledge was shown by the candidates of the text of the Play (*Julius Caesar*), and of the meanings of words and phrases referred to in the notes of the editions generally in use. In the part of the course devoted to general literature, a surprising knowledge of dates was also shown. This verbal knowledge I do not myself consider a matter to be found fault with. It is exceedingly important to implant in boys the habit of being accurate and precise in details; and this, I think, has been done by the various teachers during last year. Powers of understanding and reasoning develop themselves, naturally, in a mind well stored with useful facts.

The questions in history were well answered, especially those in Irish History, showing careful training on the part of the teachers.

The questions in Geography were also well answered, with the exception of the last, viz.: "What are the boundaries of Manitoba?" The answers to this question were extremely wild. Many of the candidates stating that Manitoba was one of the United States, others that it was bounded on the east by "Canada," while many gave the Pacific Ocean as its western boundary. I do not think that a sufficient amount of attention is directed to the geography of the Colonies, considering its great practical importance at the present time.

The handwriting of the candidates was generally extremely bad. Most of them wrote small cramped hands, without forming their letters perfectly, a style of writing which tends to get worse and worse, so as ultimately to become entirely illegible. Indeed, towards the end of the

papers the writing was very often almost illegible. In my experience the quality of the handwriting distinctly deteriorates in the Senior, as compared with the Junior Grade; more attention should be paid to it by teachers.

Subject to these qualifications, the answering was, on the whole, deserving of the highest praise.

#### SENIOR GRADE—GIRLS—SECOND PAPER.

Report of A. J. NICOLLS, LL.B.

The girls of the Senior Grade whose papers were examined by me shewed, in general, a satisfactory degree of knowledge in the appointed subjects.

Even more important than this, is the fact that this knowledge was set forth in such manner as to lead me to the belief that the training of the pupils so answering had been sound, judicious, and thorough.

#### MIDDLE GRADE (BOYS AND GIRLS).—FIRST PAPER.

Report of G. Y. DIXON, M.A.

The composition as a whole in the Middle Grade was of a standard far higher than I had anticipated from the experience I had acquired when teaching boys ten years ago. Most of the mistakes in spelling that occurred were, I believe, to be attributed rather to the hurry necessarily connected with an examination than to ignorance. At the same time I think that mistakes of this kind would have been less frequent if the candidates had been more practised in writing from dictation. In the matter of the composition one did not look for much originality, but one would have expected the subject chosen to have been more accurately treated than it was in many cases.

In grammar the answering was fair, but one could not help feeling that more trouble was taken in learning the exceptions than in mastering the rules. Thus, a number failed to parse the word *whom* in the phrase:—

“in bulk as large

As whom the fables name of monstrous size,”

while they know the explanation of the irregular use of the same word in the line

“Belial came last, then whom a spirit more lowd,” &c.

In the analysis a good deal of time and trouble was wasted in giving irrelevant matter, while candidates often omitted to give particulars which were essential. In many such cases I had a strong opinion that the candidates knew and would have given these essential particulars if it had been present to their minds that they were required.

In the First Book of Milton's *Paradise Lost* the answering was very good. Many of the candidates quoted the passages required with admirable correctness. Some, however, when their memory failed them in giving Milton's exact words, endeavoured to supply the context in a way that showed that they had not made themselves acquainted with the author's meaning, though they recollected a good many of his words and phrases.

## MIDDLE GRADE.—BOYS.—SECOND PAPER.

Report of WILLIAM GRAHAM, M.A.

The answering for this year in the Middle Grade in English Literature, History, and Geography presents a good general average; while the answering of a few was of a very high order. The questions in Literature were done with tolerable accuracy by a fair proportion of the candidates; while the papers in *Rasselas* showed at once good teaching, and a fair knowledge both of the matter and literary form of the work. The answers in History show a rather higher average than on the last occasion when I examined the Middle Grade in that subject. As regards Geography I have nothing special to note except that the question referring to the population of the great cities was in general answered with less accuracy than the other geographical questions.

## MIDDLE GRADE.—GIRLS.

Report of WILLIAM GRAHAM, M.A.

The papers of the girls of the Middle Grade for this year were in general very good in *Rasselas* and in English Literature; they were not quite so good in History, though the average merit does not fall below that of former years, nor below that of the boys in this year; while in Geography the general level of answering was decidedly depressed as compared with that reached in the other subjects; the answers being in many cases obvious guesses. But, taking all three subjects together, there is no falling off to note in the average quality of their work, but rather the contrary.

## JUNIOR GRADE—FIRST PAPER—BOYS.

Report of DANIEL CROLY, M.A., REV. J. F. HOGAN, JOHN PARK, D.LIT.,  
and HENRY M. FITZGIBBON, M.A.

The Junior Grade First Paper contained questions on Composition, Grammar, Goldsmith's *Deserted Village*, and Moore's *Paradise and the Peri*.

The uniform level of the compositions was low; the best were not really good when compared with those of previous years, and some were very bad in almost every respect. Many candidates displayed considerable ingenuity in writing essays that were very remotely suggested by the given themes, a few gave evidence of shrewdness and humour, and a small number of poetic feeling and power of graphic description.

The Grammar had been carefully read by most candidates, but a glance at the Parsing Column in the Marking Sheet will show that their ability to quote rules and draw distinctions was far beyond their ability to apply these rules. Scarcely any candidate parsed *all* the required words fully and exactly.

The "*Deserted Village*" and "*Paradise and the Peri*" had been well prepared, but the Comments and Annotations were often loose and inaccurate. Many candidates failed to grasp the exact drift of the questions.

Thus, when asked to explain the meaning of certain passages, many of the very best students contented themselves with giving the derivations of some of the words contained therein. They had evidently been exercised to give certain answers to specified questions, and they failed to discern any difference between such questions, and those set forth by the Examiners. We would suggest that the teachers should not only secure the knowledge by rote of the prescribed poems, but should also ascertain that the meaning of every line is thoroughly understood.

The Spelling and Handwriting in the Compositions were, on the whole, good, but in the answers to the other questions they were pretty generally neglected.

### JUNIOR GRADE—BOYS.

#### SECOND PAPER.

Report of RICHARD R. CHERRY, M.A., A. J. NICOLLS, LL.B.,

REV. P. O'LEARY, and REV. RICHARD OWENS.

We have found the answering of this paper to be for the most part very satisfactory. The number of students who failed to score 25 per cent. of the marks is very inconsiderable, while a much larger proportion than in former years succeeded in obtaining *honour* marks.

With one exception these remarks apply equally to all parts of the paper. The exception which we make is the subject of Irish Geography, and the unpleasant conclusion has been forced upon us that although the programme requires minute knowledge of it, this important branch of education is receiving a very inadequate share of attention in the Intermediate schools of the country. It is hardly creditable to either master or pupil that a boy who can enumerate with faultless accuracy the political divisions of Asia and South America, and volunteers, besides, the capital of each division, should utterly fail to name in order, or name at all, the counties on the left bank of the Shannon, or should place in juxtaposition on that river the counties of Antrim and Cork, Mayo and Derry.

It will help to illustrate the extent to which this subject has been neglected if we state that one of us, when his work was finished, had the curiosity to enter into a calculation of the marks obtained on this part of the paper, and found to his astonishment that of the 1,022 students examined by him, as many as 133 scored only 5 out of a total of 45 marks assigned to the question in Irish Geography, while no fewer than 417 failed entirely on that question.

Though we have not deprived many candidates of their examination for ignorance of English Orthography, we deem it right to state that too large a number of students showed insufficient training in this very important subject.

### JUNIOR GRADE—FIRST PAPER—GIRLS.

Report of Rev. WALTER M'DONALD.

It was my duty to examine the girls in this paper, which included Grammar, texts in Poetry, and Composition. It gives me great pleasure to report that the answering was very satisfactory.

Goldsmith's *Deserted Village* and Moore's *Paradise and the Peri* were the poems prescribed for examination ; and of these texts almost all the students showed very complete and accurate knowledge, very many getting the maximum of marks.

In Grammar the answering was good ; but in this connection I feel bound to call attention once more to the parsing, in which many students were very deficient.

The Compositions were very good. It was, indeed, in many cases surprising how children of such an age could write so well on a set subject within so short a time. The Penmanship was excellent. I remember but one paper the reading of which presented the least difficulty. This is no little praise considering how hurriedly the papers were written.

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#### JUNIOR GRADE—GIRLS—SECOND PAPER.

Report of Rev. HENRY EVANS, D.D.

Everything taken into consideration, the answering of the girls on the subjects of this paper should be regarded as satisfactory. In a large proportion of cases it was meritorious. The hand-writing in general was good ; the answers as a rule were grammatically expressed ; often, indeed, the composition was admirable. There were few cases of grossly bad orthography ; and there was nothing to suggest a suspicion of copying, or irregularity of any kind in the conduct of the examinations.

The work done on *The Spectator* evinced painstaking on the part of teachers, and diligent application on the part of the candidates. Passages of special excellence had evidently been well mastered. Signs of appreciation were manifest on almost every answer book, and many seemed to have caught the spirit of the essays. There was not, however, that knowledge of the meaning of words used by the *Spectator* in somewhat particular senses, which might reasonably be expected ; nor did the candidates in general exhibit sufficient acquaintance with the authorship of the several papers.

In *Geography*, the answering on the average was good, but not brilliant. Comparatively few were able to give a correct statement of the area in square miles, of Europe, Asia, Africa, and America, respectively. Many failed to write in order from source to mouth, the counties on the left bank of the Shannon. In teaching Geography more oral instruction is required.

The work of the girls in *History* was better done. Dates, outlines, and general facts, were well known ; and much more cannot be expected of candidates in the Junior Grade. Answering in the History of Ireland, however, had shortcomings enough ; but the fault belongs to the text-books more than to the candidates. In no other subject is a good Students' Manual so much needed.

Comparing the work of this year with that of former years, it is a pleasure to report well-marked improvement. The subjects are better understood ; there is less guessing ; the candidates express themselves better, and they place their work in better form. There were very few indeed of whom it could be said, that they should not have been entered for examination.

## FRENCH.

## SENIOR GRADE—BOYS AND GIRLS.—MIDDLE GRADE—BOYS AND GIRLS.

Report of A. COGERY, B.A., LL., Paris.

The grammar part of the two Grades has been answered with great care and in the most satisfactory manner by the greatest majority of the students.

The translation from French into English is very good, and very few failures have to be noticed.

The French Composition is the weakest part of the papers generally. In the Senior Grade there are several points of French grammar and syntax which have not been applied with success. In the Middle Grade the same defects may be noticed, and frequently I had to remark a great deficiency in the knowledge of even familiar words, and of the gender of French nouns; and I take the liberty to point out the importance of this knowledge.

However, I am happy to add that on the whole the answer books are very good, and a certain proof of the careful teaching which must have been bestowed on the students.

## JUNIOR GRADE—BOYS.

Report of PAUL E. E. BARBIER and EDMOND J. M'WERNY, B.A., M.B.

The papers we have examined show a remarkable improvement over those one of us examined on former occasions, especially in the Grammar Sections and in the colloquial sentences of the prose composition. Only two failures occur in honours through Grammar questions. Yet we would call your attention to one or two weak points: (a) the place of personal pronouns, a part of French accidence essential to forming correct sentences, is very poorly explained. (b.) The candidates do not bear in mind that there is only one way of translating the various temporal forms of an English verb, i.e., I have, I am having, I do have, viz., J'ai. The translation of the prepared passages has been good. More than half the marks have, as a rule, been obtained. We observe also that the irregular verbs we gave were better known than the regular ones. We would like to call the attention of schoolmasters to the importance of imparting accurate knowledge on the verbs of the first conjugation, on the use of accents, the rules for doubling letters, &c.

Those candidates that attempted the translation of the unseen passage did it very creditably.

## JUNIOR GRADE—GIRLS.

Report of T. C. D'ARQUIER.

I have examined the "Answer Books" of the girls in the Junior Grade, and find, on the whole, the work very well done. The Grammar part of the paper is throughout fair. The composition almost invariably very poor; although there are a few notable exceptions. The translation of French into English is as a rule good, and in the case of the unseen piece generally very good.

## GERMAN.

## ALL GRADES—BOYS and GIRLS.

Report of ALBERT M. SELLS, LL.D., PH.D.

This year's examination of the 255 girls and 150 boys, who competed in German, proves that the study of the German language is in a flourishing and progressive condition in Ireland.

This is shown, first, by the steady decrease in the number of failures. While in former years there were many candidates who did not obtain the minimum, there is only one instance of this in the Senior Grade; in the Middle Grade there were 10 girls, and 8 boys, who failed out of 115 candidates; but in the Junior Grade there were a good many, every fourth candidate nearly. Failures in Grammar and Composition alone were very scarce—about four in the whole. Those who failed, failed all round—in the total, as well as in Grammar and Composition. This I consider another sign of health in the study of German.

But the principal reason, why I think that the knowledge of German is flourishing in Ireland, is the accuracy and high quality of the answering.

A good many candidates obtained very high marks—not far from the maximum (700). One boy obtained 671 marks in the Senior Grade; two others obtained over 600, and five more over 500 marks. In the Middle Grade, and in the Junior, a similarly high degree of excellence was attained.

Without asserting that German is badly taught in Ireland, I believe that the existence in Ireland of so many young persons who understand German, is mainly due to the presence of a large foreign (*i.e.* German, Polish, Hebrew, Alsatian, and North-European) element in the population. This element comes to the aid of the schools, and sometimes renders school-teaching quite superfluous.

If I may make a suggestion in reference to the same subject, I would express a wish that still more stringent rules might be devised to compel these foreign, or half-foreign, candidates to learn English better than they often do.

## CELTIC.

## ALL GRADES.

Report of REV. B. MACCARTHY, D.D.

The papers in all Grades were decidedly above the average; creditable alike to candidates and teachers.

The prescribed authors were carefully prepared, not alone in the text but in the literature and geography connected therewith.

In Junior Grade, the parsing was noticeable as displaying satisfactory proficiency.

In Middle and Senior Grades, the composition evinced a knowledge of structure and idiom that, in not a few instances, left nothing to be desired.

Referring to the suggestions respecting the teaching made in my report of last year, I beg to supplement them with another. Candidates, the papers show, experience difficulty in the distinctive Irish character. To obviate this, it would, I am of opinion, be well to point out to beginners that it is only in comparatively few letters the alphabet differs in form from the Roman, with which they are familiar.

## ITALIAN.

## ALL GRADES.—BOYS AND GIRLS.

## Report of A. FARINELLI.

I am very glad to state that the examination in Italian shows this time some progress. The candidates have increased about one-sixth in number; the answers to the grammatical questions have been, in all Grades, more satisfactory than last year; the same may be said in regard to the compositions. The translations into English also have been generally good, especially the passages translated at sight.

In the Junior Grade the results of the examination of the boys and girls have been almost equal; in the Middle Grade, however, the girls have excelled the boys, of whom no less than one-third have failed, while more than the half of the girls have passed with honour.

Finally, in the Senior Grade the girls have been somewhat inferior to the boys in passing, but they have well succeeded in passing with honour.

## ELEMENTARY MECHANICS.

## SENIOR GRADE—BOYS.

## Report of J. R. LEEBODY, D.S.C.

The answering was, on the whole, satisfactory, and indicated that a good many of the candidates had been very well taught. The answering of others, however, showed such confusion of thought in regard to the elementary principles of the science, as to lead to the conclusion that their teaching must have been very defective.

## PLANE TRIGONOMETRY—ALGEBRA AND ARITHMETIC.

## SENIOR GRADE—BOYS AND GIRLS.

## Report of Rev. FRANCIS LENNON.

The answering in Trigonometry has been excellent. Nearly seventy per cent. have qualified for pass; and of these over thirty-five per cent. have passed with honours—two boys getting full marks. Several students reduced their total considerably by answering questions closely resembling, but not identical with those on the paper; and there are some who are well acquainted with the ordinary formulae of Trigonometry, but have yet to learn the use of logarithms.

In Senior Grade Algebra pass marks have been given to a larger proportion of boys than in Trigonometry, but the percentage of those who have passed with honours is somewhat smaller. I have noticed great weakness in proving particular rules, even in the case of students who have been successful in working problems under them; and many who have fully solved some difficult equations have signally failed in Arithmetic. In Algebra, as in Trigonometry, two boys have obtained the maximum of marks.

The average answering of the Senior Grade girls in both these subjects has been little inferior to that of the boys; but a much smaller percentage have obtained honour marks, especially in Algebra.



## ALGEBRA.

## MIDDLE GRADE—BOYS.

Report of ROBERT RUSSELL, M.A.

The answering was rather poor. Out of a total of 548 candidates nearly 50 per cent. passed, and only 15 per cent. succeeded in obtaining honour marks. There were 78 candidates who failed to obtain a single mark. Teachers should endeavour to make their pupils pay more attention to accuracy of work. Utter carelessness in this respect was apparent in the great majority of papers.

Nearly 70 candidates succeeded in translating question 11 correctly into algebraic language, of which only 16 obtained full marks—a great number of the others showed a total ignorance of the method of solving the equation obtained.

Many of those who obtained honour marks showed a great deal of ability, and gave evidence of what seems to be a scarce commodity—sound teaching.

## MIDDLE GRADE—GIRLS.

Report of J. R. LEEBODY, D.SC.

The answering was very poor, over 60 per cent. of the candidates failing to secure a pass, and only 12 per cent. securing a pass with honours.

## JUNIOR GRADE—BOYS.

Report of JOHN ENGLAND, M.A., REV. THOMAS O'DEA, and ROBERT RUSSELL, M.A.

The answering in Algebra (Junior Grade) has not been altogether satisfactory; about 50 per cent. of the candidates having failed to obtain the number of marks required for passing, and about one-fourth of this number having exhibited a total ignorance of even the elementary rules. Of the other candidates who failed a large proportion, although apparently acquainted with the rules, worked the examples most inaccurately. Of the candidates who obtained passing marks about one-third were very well prepared, for the most part exhibiting care and accuracy in their work.

It is important, therefore, that students should be taught to attend carefully to clearness, neatness, and order during their preparation.

The examiners have much pleasure in directing attention to the fact that several candidates obtained absolutely full marks.

## JUNIOR GRADE—GIRLS.

Report of REV. FRANCIS LENNON.

In the Girls' Junior Grade Algebra the results are not satisfactory. Several of the students are but imperfectly acquainted even with the notation; and such elementary operations as the elimination of brackets have proved much too difficult for many of them.

## EUCLID.

## SENIOR GRADE.—BOYS

## Report of ROBERT GRAHAM, M.A.

The result of the examination this year is indeed most satisfactory, 148 boys obtaining honours, 81 passing, and only 15 failing to obtain 25 per cent.

There is hardly anything left for an examiner to suggest to teachers, except that a little more care might be taken in teaching the boys the definitions of Book V.

The answering in the case of those who obtained honour marks was particularly clear and satisfactory.

## SENIOR GRADE.—GIRLS.

## Report of ROBERT GRAHAM, M.A.

The answering in this Grade was particularly good, 21 passed with honours, 29 scored between 25 and 50 per cent., and only 11 failed. The way in which some of the candidates solved the deducibles was highly creditable.

The majority of those who obtained honours worked the propositions with great clearness and conciseness, showing that they thoroughly understood the questions, and that they did not, as is often the case, merely reproduce the book-work as an effort of memory.

## Report of J. R. LEEBODY, D.SC.

## MIDDLE GRADE.—BOYS.

The answering was very good. The majority of the candidates showed a most satisfactory acquaintance with the text of Euclid, and a fair proportion of them were able to deal with easy geometrical deductions.

## MIDDLE GRADE.—GIRLS.

The answering was satisfactory. A considerable number of the candidates showed themselves to be well grounded in the text of Euclid, and a few were able to deal with easy geometrical deductions. It was clear, however, that the boys had enjoyed far better teaching in geometry than the girls.

## JUNIOR GRADE.—BOYS.

Report of JOSEPH McGRATH, B.A. ; REV. F. MORAN, M.A. ;  
A. C. O'SULLIVAN, M.A. ; and ROBERT GRAHAM, M.A.

The answering in Junior Grade Euclid was satisfactory. The propositions were well known on the whole, and in some cases the answering was of a high order, creditable alike to the teachers and pupils. Some of the candidates, however, had evidently merely committed the propositions to memory.

The definitions given in answer to question No. 1 were very imperfect. A few only got full merit for their answers to this question, the vast majority falling very low. Many failed completely at No. 2, Euc. I., 20, and some who succeeded in solving the rider on it showed very great ignorance in their attempts at the proposition. There was great confusion between Euc. II., 5 (the proposition given on the paper) and Euc. II., 6. Quite a large number failed in question No. 5, Euc. II., 11. Many worked question No. 7, Euc. III., 16, very confusedly, and not a few in answering question No. 8, Euc. III., 32, placed the angles in the same segment inaccurately.

We would recommend that more attention should be paid to the style of the answers. The writing and diagrams were in many cases deplorably bad. The spelling also would require to be carefully looked to, "Noman," "sercle," "diagnol," "parlegram," are a few specimens.

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### JUNIOR GRADE.—GIRLS.

Report of ROBERT GRAHAM, M.A.

Out of the 254 candidates who presented themselves for examination this year, 59 passed with honours, 73 obtained between 25 and 50 per cent., and 122 failed. The corresponding numbers for last year are 6, 31, and 173, respectively.

The improvement this year is thus seen to be very marked, though in the use of symbols there is still a good deal left to be desired.

The mistakes noticed by Mr. Russell last year were largely reproduced this year, mistakes which might be easily eliminated by a little more care on the part of teachers.

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### ARITHMETIC.

#### MIDDLE GRADE.—BOYS and GIRLS.

Report of Rev. WILLIAM HUGHES, B.D.

The answering of both boys and girls, in this Grade, appears to me very satisfactory.

Several of the candidates worked out correctly all the questions, in order, in a style that could not be surpassed, for accuracy, clearness, and legibility.

In dealing with some of the more difficult exercises, a few of the students showed by the able way in which they treated them, that they possessed a thorough knowledge of arithmetic.

The percentage of those who gained honours is high; the failures are few, absolutely and relatively.

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### JUNIOR GRADE.—BOYS.

Report of E. J. HUGHES-DOWLING and Rev. J. W. TRISTRAM, M.A.

We have examined the answers of 3,679 boys in Junior Grade Arithmetic, and the results, while in some minor points rather disappointing, were, on the whole, satisfactory. There are two respects in which the latter term can be applied; first, as regards the absolute percentage of 'honours'

and 'passes,' and secondly as regards the manner in which these results were obtained. From the former point of view the results were extremely satisfactory 83 per cent. having passed, and 57 per cent. having obtained honour marks. From the latter point of view we cannot say we are so well satisfied, as the only object which most of the candidates seemed to have in view was to get the answer, no attention being paid to the best and shortest method of doing so. We also wish to point out that in many cases the candidates did not appear to have read the question intelligently before attempting to answer it, as the answer given was totally incommensurate with the terms of the question, in some cases hundreds of pounds having been obtained when the true answer was less than two pounds.

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#### JUNIOR GRADE.—GIRLS.

Report of Rev. WILLIAM HUGHES, B.D.

The students in this Grade did their work, as a rule, neatly and accurately. All the questions were correctly answered by several of the candidates. I am constrained, however, to observe that in the case of a very small number of girls it would have been as well, in my opinion, if they had not presented themselves for examination until they were somewhat better prepared.

The number of failures forms a relatively small percentage of the whole number of candidates.

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#### BOOKKEEPING.

JUNIOR GRADE.—BOYS AND GIRLS.

Report of E. T. O'BRIEN.

The candidates who presented themselves for examination this year appeared somewhat better prepared than at many of the previous years' examinations in the same subject. A portion of the answering was very good indeed, and there were fewer actual "blanks" than on any previous occasion. I regret, however, that more general attention had not been paid to penmanship and neatness—so essential in Bookkeeping—as much of the work that came before me was unsatisfactory in these respects, even in instances where considerable knowledge of the subject was evinced. This applies equally to boys and girls, the answering of both being at about the same level. Considering the age of the candidates the result is fairly good, 67 per cent. having been successful. Were the examinations in a higher grade examiners could apply better tests and expect more satisfactory work.

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#### NATURAL PHILOSOPHY.

SENIOR GRADE.—BOYS.

Report of GEORGE F. FITZGERALD, M.A.

I find that very many of the boys show an intelligent acquaintance with the subject that must be the result of good teaching. Those who failed have done so in general through a complete ignorance of the principles of physics. Most of the remarks in the joint report on the Junior Grade Natural Philosophy apply to the Senior Grade.

## Report of GEORGE F. FITZGERALD, M.A.

## SENIOR GRADE—GIRLS.

The Senior Grade girls do not seem to have at all as intelligent an acquaintance with this subject as the boys. Some of them understood it very well, and seemed to have been well taught, but many of them knew very little, and, what was worse, wrote a lot of rubbish.

All the general remarks in the joint report on the Junior Grade boys Natural Philosophy apply to the Senior Grade girls.

## MIDDLE GRADE—BOYS.

## Report of J. J. DOHERTY, LL.D.

I was very favourably impressed with the answering of a large number of the Middle Grade Boys in Natural Philosophy. A fair proportion of the candidates obtained "honours," and the papers sent up by many of these showed that they had acquired an accurate and thorough knowledge of the subjects upon which they were examined. Their answers were generally clear and well arranged, and the candidates expressed themselves in an easy natural style. Many of the exercises also were illustrated with neat diagrams and carefully-drawn sketches of apparatus.

It must, however, be admitted that a great number of the candidates showed by their exercises that they had been very imperfectly prepared for the examination. Their knowledge of the subject had probably been picked up by themselves from text books, aided by some occasional explanations from their teachers. While, therefore, the results of the examination show that in many Intermediate Schools Natural Philosophy is without doubt ably taught and effectually demonstrated, they also, I think, prove that in a large number of the schools the subject does not receive systematic teaching and proper illustration by experiment. The study of the science, taken up in this haphazard way, fails in becoming that mental discipline that it might be made, if it formed a regular portion of the school curriculum, and received a proper experimental treatment.

A good many candidates presented themselves who knew almost nothing of the subjects of the programme. Some of these made no attempt at any of the questions, others failed to get a single mark for their answers, and a considerable number did not succeed in obtaining the very moderate number of marks required for a "pass." Such candidates should not be encouraged to present themselves, and the examination papers should be of such a character that a "pass" cannot be obtained by a candidate unless he has acquired a sound and intelligent knowledge of at least a portion of the course prescribed.

## MIDDLE GRADE—GIRLS.

The study of Natural Philosophy does not appear to be popular in girls' schools, judging from the small number of candidates sent forward in this subject, and from the general character of the answering.

The questions of the examination paper bearing upon the Junior Grade portion of the programme were as a rule either not attempted,

or very imperfectly answered. The answers to questions requiring numerical calculations were also frequently incorrect. There was a want of neatness very observable in the work of the exercises, and any diagrams or sketches of instruments were poorly drawn. Generally speaking, the answering showed that the knowledge of the candidates was very inexact, and that they had failed to obtain any thorough grasp of the principles of the science. In a number of cases also loose and incorrect statements were frequently found in answers that otherwise were fairly accurate.

I am happy to be able to say, however, that I was much pleased with some of the girls' papers. The answering in these was thoughtful and intelligent, and was evidently the result of very careful teaching. I am convinced that if the subject of Natural Philosophy only receives fair treatment in the schools good results will be obtained from the girl candidates.

#### JUNIOR GRADE.—BOYS.

Report of GEORGE COFFEY, B.E., J. J. DOHERTY, LL.D., and GEORGE F. FITZGERALD, M.A.

We find that very many of the candidates were well prepared in this subject, and had received good teaching.

The candidates who failed have generally done so through an entire misconception of the most elementary principles of physics.

We think it very desirable to discourage schools from sending forward candidates who know little or nothing, and to that end we recommend the publication in the Results of the number of candidates sent up from each school, and the number who passed from each.

In conclusion, we have much pleasure in reiterating our opinion that a large number of the candidates were very well prepared and had received much excellent teaching.

#### JUNIOR GRADE.—GIRLS.

Report of GEORGE COFFEY, B.E.

The answering of the girls in this grade was fairly good; in a few instances high honour marks were obtained, evidencing careful and sound teaching. In many cases weakness was shown in grappling with questions requiring calculation, due probably to want of practice, compared with the boys, in working numerical examples. On the other hand, the proportion of successful answers to the first question on the paper was somewhat larger than in the case of the boys. The large increase in the number of passes, as compared with last year, is, however, very satisfactory, and should prove encouraging to the schools.

Little attention, judging from the small number of candidates who presented themselves for examination, would appear to have been given to Natural Philosophy hitherto in girls' schools. This is much to be regretted, as, apart from the interest of the study, it may confidently be said few subjects are of more educational value in training accuracy of thought and developing powers of observation.

## CHEMISTRY.

## SENIOR GRADE.

## Report of MICHAEL M'HUGH, M.B.

In the Senior Grade the answering has been on the whole of an excellent character, and a considerable knowledge of the subject has been shown by a large proportion of the candidates. On the other hand it must be noticed that a few students displayed almost absolute ignorance, and it was generally apparent that in the preparation of the successful candidates, book work had been chiefly relied upon, to the neglect of practical methods.

## MIDDLE GRADE.

## Report of A. E. DIXON, M.D.

The answering in this grade presents a marked contrast to that in the Junior Grade. On the one hand, the proportion of passes to failures was considerably higher; while on the other, the successful candidates exhibited much greater familiarity with the subject; as the higher average of marks, and the large percentage of honours, indicate. In many of the papers the answering is of a high order, and would be creditable to students of a much greater age. But the insufficiency of the *experimental* teaching is painfully obvious in many cases.

## JUNIOR GRADE.

## Report of A. E. DIXON, M.D., and MICHAEL M'HUGH, M.B.

In the Junior Grade the answering has been as a rule unsatisfactory, and in a considerable number of cases so bad that it is difficult to understand why the candidates were allowed to present themselves for examination at all. Considering the high educational value of a training in experimental science, it is to be regretted that many of the students have evidently not had the opportunity of cultivating their powers of observation, owing to insufficient practical instruction. Purely theoretical questions involving a knowledge of definitions or chemical calculations were, generally speaking, correctly answered, but surprising ignorance was shown concerning experimental methods.

On the other hand, it is gratifying to be able to note that in a moderate number of cases a very high standard was reached, the answering showing an accurate and thorough knowledge of the course prescribed.

## MUSIC.

## ALL GRADES—BOYS.

## Report of J. CHRISTOPHER MARKS, MUS.D.

In the Senior Grade none of the candidates obtained full marks, but the answering on the whole was very creditable. The fact that only ten per cent. failed, while forty per cent. passed with honours, is most encouraging, and speaks well both for pupils and teachers.

In the Middle Grade the answering was excellent, the average number of marks being higher than that of the Senior Grade. The percentage of passes was about seventy-five, and of these more than half obtained honours.

I am unable, however, to speak so favourably of the work done in the Junior Grade, though in some instances the marks obtained were higher than those of the Senior or Middle Grade, yet a great number of the candidates seemed to have absolutely no idea of the subject for which they entered. As a consequence, many of the answer books were returned blank, and the percentage of failures amounted to the discreditable total of seventy.

As regards the formation of the musical characters I may add that, while there is much room for improvement, yet, in all the grades, many of the papers were worked with great care and a most praiseworthy neatness.

#### ALL GRADES.—GIRLS.

Report of JOSEPH SMITH, MUS.D.

The papers entrusted to me for examination were those of the girls in all three grades. In the Junior Grade I was very favourably impressed by the answers in the department of the elements of Music, notation, time, signatures, &c. The subject of Harmony and figured-bass seemed also to have been carefully studied. I remarked, however, that the fundamental principles of the treatment of dissonances had been insufficiently grasped by a majority of the candidates.

The Middle Grade showed a generally higher standard of answering; the average of marks throughout being high, and the proportion of failures, happily, very small. The exercises in harmony, thorough-bass, and classification of chords were in most instances very well worked out; while the exercises in transposition and the questions in musical history elicited very satisfactory results.

In the Senior Grade the treatment of the questions was, in some respects, very good indeed; in others, somewhat disappointing. That portion of the paper dealing with the subjects of musical history and form was, almost universally, well answered. The same remark applies with perhaps somewhat less force, to the departments of harmony and transposition. On the other hand, the answers to the question in counterpoint were so poor as to justify me in suggesting to the Board the advisability of, in future, excluding the subject from their programme.

#### DRAWING.

##### OBJECT DRAWING.

#### SENIOR GRADE—BOYS AND GIRLS.

Report of THOMAS M. LINDSAY.

In connection with the Object Drawing, Senior Grade, fifty papers were submitted by boys, and twenty-six by girls. The following table will show the proportion of marks, as well as the comparative position of the work done by the two sexes.

	800 marks,	Boys,	1	Girls,	0
from 200 to 800	"	"	0	"	2
" 180 to 200	"	"	7	"	8
" 100 to 180	"	"	16	"	8
" 75 to 100	"	"	9	"	4
under 75, e.g. $\frac{1}{2}$	"	"	17	"	4
Totals,	.	.	50		26



It will thus be seen that though the highest mark (300) was carried off by a boy (with a most artistic drawing), the girls have done considerably better on the whole; while they have few failures.

With respect to the shading of the objects, an insufficient training is manifest; the candidates too frequently neglect the true shape for the purpose of proceeding with the shading; they have not grasped the relationship of tones, nor have they understood the use of a background.

## GEOMETRICAL DRAWING AND CONSTRUCTION OF SHADOWS.

### SENIOR GRADE—BOYS AND GIRLS.

#### Report of P. J. PRENDERGAST, C.E.

I have the honour of transmitting my report on the answering of Boys and Girls, Senior Grade, in Geometrical Drawing (Projection of Solids and the Construction of Shadows).

The candidates, both boys and girls, who were examined in this Grade, may from their answering be divided equally into—(1st) those who made preparation, and (2nd) those who made little or no preparation. As regards the first portion, the answering was very satisfactory, some of the papers were exceptionally good, and deserve special commendation for their neatness and accuracy.

With regard to the second portion, as should be expected, the answering was unsatisfactory, a large proportion making no attempt at the questions given on Shadows, a subject that is mastered in a short time, and in which a candidate could easily have scored.

The subjects of this Grade being of such a practical kind, it is idle of candidates to expect marks merely on chance without making some preparation.

### FREEHAND.—MIDDLE GRADE.—BOYS AND GIRLS.

#### Report of JOHN CARROLL.

It is with much pleasure I have to report upon the work done in this subject as *good*.

Over 80 per cent. of the Freehand papers examined by me in this grade have secured pass marks, and out of these about 50 per cent. passed with honours.

Very few cases, indeed, are to be found where the objectionable system of building up a drawing bit by bit has been adopted. Sufficient attention, however, is not yet given to the proportions of the example for imitation, and some students still seem to think that quantity is of more importance than quality. If they had not attempted so much, it is probable they would have obtained a better result.

### PERSPECTIVE AND ISOMETRIC PROJECTION.—MIDDLE GRADE (BOYS).

#### Report of JOHN CARROLL.

There is a larger proportion of correctly worked papers in Perspective than when I last examined the Drawings of this Grade. Several papers contain correct solutions of all the questions, but still there are many

papers which show an absence of knowledge on the part of the candidates, both of the principles of Perspective and of the actual forms of the objects given for representation. A course of Elementary Solid Geometry would be of great benefit to candidates about to study Perspective; for before learning the art of representing the *apparent* forms of objects, the student should know their *actual* shapes and how to represent them in plan and elevation in, at least, simple positions.

The answers to the questions in Isometric Projection, taken all round, were very satisfactory.

#### FREEHAND.—JUNIOR GRADE—BOYS.

Report of A. W. F. LANGMAN and THOMAS LINDSAY.

We have examined in conjunction 2,468 papers of the boys, Junior Grade, Freehand Drawing, and beg to state that we have much pleasure in recording our opinion, that a remarkable proportion of the exercises submitted are highly creditable. The working out of these shows that the teaching has been thoroughly efficient, and in a large number of the drawings there appears a nice appreciation of the subtleties of the form represented.

#### FREEHAND.—JUNIOR GRADE.—GIRLS.

#### PERSPECTIVE AND ISOMETRIC PROJECTION.—MIDDLE GRADE.—GIRLS.

Report of A. W. F. LANGMAN.

Having examined the drawings submitted to me in Freehand Drawing—Junior Grade—Girls, the following remarks suggest themselves. There is a remarkable number of very good drawings amongst them, but the general average does not seem so high as that of the male students. Several students have had to pay the penalty for tracing, and I must call attention to the half obedience of the rules for creasing the paper and ruling a few of the lines.

The work sent in shows careful teaching and has produced a good result.

There are some (but very few I am happy to say) students who have used the examination paper simply to scribble upon.

With regard to the Perspective papers, students still fall into the mistake of taking it for granted that there must always be a right angle or  $90^\circ$  between any two lines, or that equal angles with the picture should always mean  $45^\circ$  to the picture.

With the Isometrical drawing a great many have left out the scale.

Setting out real lengths on isometrical angles only would be much too easy, and does not show the principle thoroughly.

Some very good papers have been worked, but the average is not so high as that in the freehand.

#### GEOMETRICAL DRAWING AND DESCRIPTIVE GEOMETRY.

##### JUNIOR GRADE.—BOYS.

Report of JOHN CARROLL and P. J. PRENDERGAST, C.E.

We have the honour to present our joint report upon the Examination Papers of the Junior Grade (Boys) Geometrical Drawing and Descriptive Geometry for the year 1888.

Several excellent papers in Plane Geometry have come under our notice, but the answering generally was not quite so satisfactory as in former years.

The newly introduced subject in this grade—Descriptive Geometry—seems to have been quite too much for the great majority of the candidates, though the questions set were of a very easy character. The subject, however, is a difficult one for young students, and as this is the first time their knowledge of it has been tested it is only right that this fact should be taken into consideration in forming a judgment upon the work.

## GEOMETRICAL DRAWING AND DESCRIPTIVE GEOMETRY

### JUNIOR GRADE—GIRLS.

#### Report of THOMAS M. LINDEAY.

The following table will show the proportionate marking of the papers in Geometrical and Descriptive Geometry (Girls), Junior Grade, that have been sent to me for examination.

	250 marks	.	.	0
between 200 and 250	"	.	.	14
" 100 and 200	"	.	.	26
" 65 and 100	"	.	.	55
under 65 or $\frac{1}{2}$	"	.	.	201
Total,				206 papers.

The high proportion of failures in the Plane Geometry, and the general avoidance of the Descriptive questions, show that a large number of candidates have little or no knowledge of the subjects for which they sat.

Some of the candidates still write out demonstrations of the problems, which they have scarcely attempted to work out.

## BOTANY.

### GIRLS—ALL GRADES.

#### Report of E. PERCEVAL WRIGHT, M.D.

I have to report as the result of my examination of the answers made to the questions set in Botany, that in the—

#### SENIOR GRADE

the answering was very satisfactory. It appeared to me that the students had taught themselves, not only by the means of books, but by an absolute examination of the living plants. Of 24 candidates, 18 passed, 8 with honors.

#### MIDDLE GRADE.

The answering was bad. While there was in most cases an evident attempt made to learn the subject, yet from want of the needful elementary training, the knowledge was very deficient in accuracy. Of 48 candidates, only 15 passed, and of these only 2 qualified for honors.

**JUNIOR GRADE.**

Many of the students in this grade did not seem to understand the meaning of the simplest of the questions. It would seem to be an error for any teacher to allow a student to compete in a subject in which the pupil was quite unprepared, and yet in about 100 of the papers in which attempts at answering were made, it seems to me that there was proof that this was the case. Thirty-nine out of 175 passed, and of these only 3 qualified for honors.

If the schools intend to send in pupils in this subject, it would seem desirable that it should be properly taught, and that it should not be treated with contempt.

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**DOMESTIC ECONOMY.**

(GIRLS ONLY).

Report of Miss FANNIE GALLAHER.

**SENIOR GRADE.**

On the whole the candidates have acquitted themselves satisfactorily.

Amongst the seniors there was no lack of evidence that the subject had been found interesting, and many private theories concerning household affairs were intelligently evolved. As a rule the candidates expressed themselves with the ease of persons of experience, and had no hesitation in laying down those facts as most reliable which they themselves had submitted successfully to proof. That general intelligence manifests itself forcibly in this branch of knowledge was made clear by the manner in which every set of good answers was written and composed. Ignorance of the subject under examination was, consequently, accompanied invariably by ignorant spelling, writing and composition.

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**MIDDLE GRADE.**

In the Middle Grade there was less thought apparent on the part of the candidates, and decidedly less practical knowledge. As a result I was afforded a good opportunity here of judging of the teaching process through which the girls had gone. My conclusion on this point is not more complimentary to the teachers this year than it was last. In the majority of cases there was a slavish dependence on the text-books, and though knowledge acquired in this way may be mark-making, it is totally destitute of the power to strengthen the intellect and judgment which knowledge based on a thorough understanding of the subject alone can afford. To explain what I mean let me give a practical illustration:—The lighting of a house was an item on the programme, and yet but few of the candidates could tell even in the sketchiest fashion why a candle burns. Their lessons had too evidently been bounded on every side by the amount of book-work recommended (not prescribed), and when this amount fell short of an intelligent comprehension of the course, the teacher seems in no way to have felt herself called upon to supplement it.

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**JUNIOR GRADE.**

Report of Miss JANE BARLOW and Miss FANNIE GALLAHER.

In the Junior Grade there was a wildness in many of the answers which argued an almost total want of training; and the general character of the answering seemed to indicate much learning by heart of the text books unaccompanied by the necessary oral explanations.

## APPENDIX IV.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH  
RESULTS FEES WERE PAID IN 1888, AND AMOUNTS  
OF SUCH FEES.

## LEINSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount.
CARLOW, .	Carlow, .	The Collegiate Academy, . . .	1	£ s. d. 2 9 4
	do., .	Carlow College, . . .	10	36 10 10
	do., .	Christian Schools, . . .	10	15 1 11
	Tallow, .	St. Patrick's Seminary, . . .	5	9 17 2
DUBLIN, .	Dublin, .	Christian Schools, James's-street, . . .	31	101 6 11
	do., .	do. Nth. Brunswick-st. . . .	3	8 15 6
	do., .	do. Nth. Richmond-st. . . .	120	362 15 3
	do., .	do. Syngo-street, . . .	42	103 7 8
	do., .	do. Westland-row, . . .	18	57 10 6
	do., .	Belvedere College (S.J.) . . .	46	120 1 6
	do., .	Erasmus Smith's Schools, 43, Gt. Brunswick-street, . . .	4	17 7 7
	do., .	Carmelite Seminary, 41, Lower Dominick-street, . . .	5	22 1 0
	do., .	Catholic University School, . . .	7	26 16 6
	do., .	Christ Church Cathedral Grammar School, . . .	3	13 4 4
	do., .	High School, 46, Harcourt-street, . . .	58	249 9 10
	do., .	King's Hospital, . . .	23	69 13 4
	do., .	Masonic Orphan Boys' School, . . .	7	34 15 4
	do., .	Merchant Tailors' School, . . .	1	1 16 10
	do., .	Private School, 53, Gt. Charles-street, . . .	2	7 11 8
	do., .	Rathmines School, . . .	19	80 6 4
	do., .	Wesley College, . . .	22	104 3 8
	Blackrock, .	Blackrock College, . . .	63	325 11 5
	Oxleeknock, .	St. Vincent's College, . . .	22	90 15 10
	Glasnevin, .	St. Vincent's Orphanage, . . .	23	60 7 3
	Kingstown, .	Corrig School, . . .	14	85 1 4
	Sandymount, .	St. Patrick's Collegiate School, . . .	4	4 2 4
	do., .	Intern. and Coll. School, . . .	1	4 4 6
	do., .	Academical Institution, Sandymount-green, . . .	6	26 16 10
	Santry, .	Santry School, . . .	8	47 14 4
	Teresure, .	Carmelite College, . . .	9	33 13 10
KILDARE, .	Athy, .	Christian Schools, . . .	16	30 2 4
	Monasterevan, .	do. . . .	11	33 18 2
	Sallins, .	Clongowes Wood College (S.J.), . . .	61	236 13 1
KILKENNY, .	Cullin, .	Christian Schools, . . .	3	7 5 2
	Kilkenny, .	do. . . .	14	40 10 10
	do., .	St. Kieran's College, . . .	7	25 15 2
	do., .	Creighton's School, . . .	4	18 13 8
	do., .	Pecocks College, . . .	7	33 5 4
Carried forward, . . .				2,637 8 5

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
KING'S COUNTY,	Parsonstown,	Carried forward,	—	2,637 8 6
	do.,	Chesterfield Preparatory School,	4	9 12 10
	do.,	Presentation Brothers' Monastery,	5	18 11 7
	Tullamore,	Christian Schools,	6	19 14 4
LONGFORD,	Granard,	St. Bernard's School,	1	1 1 8
	Longford,	St. Mel's College,	6	88 18 8
LOUTH,	Ardee,	Intermediate School,	4	12 17 4
	Drogheda,	Christian Schools,	17	46 12 6
	do.,	Grammar School,	13	55 6 0
	Dundalk,	Christian Schools,	48	148 7 4
	do.,	Educational Institution,	26	118 19 7
	do.,	St. Mary's College,	80	137 3 7
MEATH,	Navan,	Navan College,	1	4 13 2
	do.,	St. Finian's Seminary,	22	91 14 5
QUEEN'S CO.	Maryboro',	Christian Schools,	4	5 6 3
	Mountsalil,	The Monastery,	9	27 11 3
WESTMEATH,	Portarlinton,	Portarlinton School,	5	10 15 3
	Bucurusa,	Farna School,	16	65 16 4
	Multyburnham,	Wilson's Hospital,	11	28 1 11
	Mullingar,	Christian Schools,	17	55 9 2
WEXFORD,	Wexford,	Christian Schools,	7	24 18 4
	do.,	St. Peter's College,	13	62 12 10
	do.,	Tate School,	3	9 10 8
WICKLOW,	Bray,	Bray School,	3	6 12 2
		Total,		5,632 15 1

## ULSTER.

ANTRIM,	Ballymena,	Civil Service and Intermediate School,	1	5 10 0
	do.,	Collegiate & Intermediate School,	2	14 0 0
	Ballymoney,	Intermediate School,	2	6 0 10
	Belfast,	Royal Academy,	28	118 3 1
	do.,	Christian Schools,	27	61 15 9
	do.,	Mercantile Academy,	7	23 8 0
	do.,	Methodist College,	62	271 11 2
	do.,	Royal Academical Institution,	63	327 10 2
	do.,	St. Malachy's College,	35	185 3 4
	Carrickfergus,	Alexandra School,	1	1 1 8
	Lisburn,	Intermediate and Univ. School,	3	19 10 0
	Randalstown,	Parkgate Intermediate School,	1	3 2 10
ARMAGH,	Armagh,	Cathedral School,	3	10 14 6
	do.,	Classical School,	14	72 9 7
	do.,	Royal School,	8	12 18 0
	Lurgan,	The College,	17	88 8 8
CAYAN,	Cavan,	St. Patrick's College,	2	7 15 8
DONEGAL,	Lifford,	Prior Endowed School,	7	27 3 8
	Raphee,	Royal School,	3	20 10 0
	Stranorlar,	Intermediate School,	3	9 8 6
		Carried forward,		1,256 0 10

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
		Carried forward, . . .	—	1,298 0 10
DOWN, . . .	Bachbridge, . .	The Academy, . . . . .	11	28 19 8
	Bangor, . . .	Endowed School, . . . . .	4	9 17 2
	Dromore, . . .	Intermediate School, Church-st.,	1	4 11 0
	Holywood, . .	Upper Sullivan Schools, . . .	19	57 3 3
	Newry, . . .	Christian Schools, . . . . .	20	55 5 0
	do., . . .	Intermediate School, . . . . .	9	38 10 6
	do., . . .	St. Colman's College, . . . . .	3	9 8 6
	Newtownards, .	Intermediate School, . . . . .	4	9 4 2
FERMANAGH, .	Enniskillen, . .	Portora Royal School, . . . . .	2	14 0 0
LONDONDERRY, .	Coleraine, . . .	Academical Institution, . . . . .	28	134 15 0
	Limevady, . . .	Intermediate School, . . . . .	2	7 17 6
	Londonderry, . .	Academical Institution, . . . . .	21	75 11 6
	do., . . .	Foyle College, . . . . .	19	107 0 2
	do., . . .	St. Colomb's College, . . . . .	17	87 19 9
	Maghera, . . .	Intermediate School, . . . . .	3	10 6 10
	Magherafelt, . .	Rainey Foundation School, . . . . .	3	6 13 3
	Monymore, . . .	Intermediate School, . . . . .	1	0 10 10
MONAGHAN, . .	Monaghan, . . .	Christian Schools, . . . . .	3	4 15 4
	do., . . .	The Collegiate School, . . . . .	8	23 12 4
	do., . . .	St. Macarten's Seminary, . . . . .	6	33 5 2
TYRONE, . . .	Castlederg, . . .	Intermediate School, . . . . .	1	4 16 3
	Cookstown, . . .	The Academy, . . . . .	7	28 5 9
	Doonagunoon, . .	Royal School, . . . . .	6	28 17 11
	Omagh, . . .	Intermediate School, . . . . .	4	18 16 0
	do., . . .	Christian Schools, . . . . .	14	37 16 2
	Strabane, . . .	The Academy, . . . . .	13	54 12 6
		Total, . . . . .		2,198 12 4

## MUNSTER.

CLARE, . . .	Ennis, . . .	Christian Schools, . . . . .	13	89 16 3
	do., . . .	Diocesan College, . . . . .	16	79 11 5
	do., . . .	Ranis College, . . . . .	8	81 5 6
	Kilrush, . . .	Christian Schools, . . . . .	16	48 5 0
CORK, . . .	Charleville, . . .	Christian Schools, . . . . .	6	22 16 1
	Cork, . . .	do., . . . . .	168	555 7 10
	do., . . .	Collegiate School, 49, South Mall, . . . . .	3	17 10 0
	do., . . .	Grammar School, . . . . .	6	20 10 8
	do., . . .	Presentation College, Mardyke, . . . . .	29	87 16 8
	do., . . .	Presentation Schools, Douglas-street, . . . . .	23	71 14 4
	do., . . .	St. Finn Barr's Seminary, . . . . .	5	21 14 0
	do., . . .	Queen-street Collegiate School, . . . . .	30	155 8 2
	do., . . .	University and Intermediate Academy, Great George's-st. . . . .	1	6 10 0
	Fermoy, . . .	St. Colman's College, . . . . .	25	128 10 10
	Malow, . . .	Patrician School, . . . . .	8	49 16 4
	Middleton, . . .	Christian Schools, . . . . .	18	49 5 10
	do., . . .	The College, . . . . .	6	18 1 10
	Mitchelstown, . .	Christian Schools, . . . . .	5	14 6 0
	Skibbereen, . . .	University & Intermediate School, . . . . .	10	43 19 11
	Youghal, . . .	Christian Schools, . . . . .	37	119 11 8
		Carried forward, . . . . .		1,582 18 4

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
		Carried forward, . . .	—	1,582 18 4
KERRY, . .	Killarney, . .	St. Brendan's Seminary, . . .	16	80 18 2
	Listowel, . .	St. Michael's College, . . .	7	37 10 10
	Trillick, . .	Christian Schools, . . .	16	59 19 5
LIMERICK, . .	Beaufort, . .	St. Patrick's Seminary, . . .	3	8 17 8
	Limerick, . .	Christian Schools, . . .	37	171 14 10
	do., . .	Drumlohan School, . . .	1	4 19 8
	do., . .	Private Day School, 10, Thomas-st., . .	1	1 16 10
	do., . .	Leamy School, . . .	3	15 8 2
	do., . .	Sacred Heart College (S.J.), . . .	29	123 1 0
	do., . .	University & Intermediate School, . .	1	1 16 10
	do., . .	St. Munchin's College, . . .	1	5 16 0
TIPPERARY, . .	Carrick-on-Shannon, . .	Christian Schools, . . .	12	41 16 4
	Cashel, . .	do., . . .	4	9 6 1
	do., . .	Rockwell College, . . .	17	79 4 11
	Cloomb, . .	Christian Schools (St. Mary's), . .	4	10 1 6
	do., . .	do., (St. Peter and Paul's), . . .	20	52 8 0
	do., . .	Grammar School, . . .	5	22 9 0
	Nenagh, . .	Christian Schools, . . .	10	33 19 1
	Tipperary, . .	do., . . .	22	61 6 8
	do., . .	Grammar School, . . .	27	106 11 7
WATERFORD, . .	Dungarvan, . .	Christian Schools, . . .	23	66 13 0
	do., . .	St. Augustine's Seminary, . . .	7	31 17 0
	Tramore, . .	Christian Schools, . . .	5	16 5 0
	Waterford, . .	Christian Schools, . . .	53	169 6 11
	do., . .	Collegiate School, 13, Lady-lane, . .	1	3 18 0
		Total, . . .		2,799 15 6

## CONNAUGHT.

GALWAY, . .	Ballinasloe, . .	St. Michael's Seminary, . . .	1	3 13 8
	Galway, . .	Grammar School, . . .	14	64 0 8
	do., . .	St. Ignatius' College, . . .	6	21 8 5
	Tram, . .	Christian Schools, . . .	3	8 15 6
	do., . .	St. Jarlath's College, . . .	7	41 17 3
LESTRIM, . .	Manorhamilton, . .	Intermediate School, . . .	2	11 0 0
MAYO, . .	Ballina, . .	Intermediate and Civil Service School, . .	1	5 10 0
	Ballinrobe, . .	Christian Schools, . . .	10	25 11 4
	Westport, . .	do., . . .	4	14 19 0
ROSCOMMON, . .	Athlone, . .	Ranelagh School, . . .	20	77 18 10
	do., . .	St. Mary's Intermediate School, . .	6	15 14 2
	Boyle, . .	Academical Institution, . . .	3	27 8 2
	Elphin, . .	Bishop Rodson's Grammar School, . .	4	22 8 6
SLIGO, . .	Sligo, . .	Diocesan School, . . .	2	5 14 10
	do., . .	The College, . . .	20	91 12 10
	do., . .	Primrose Grange School, . . .	11	34 12 7
		Total, . . .		472 7 2



## GIRLS.

## LEINSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
CARLOW, .	Carlow, .	Ladies' Seminary, . . .	3	12 10 10
DUBLIN, .	Dublin, .	Alexandra College, . . .	24	149 16 0
	do., .	Alexandra School, . . .	38	97 18 2
	do., .	Ardsagroun School, Rathgar, . .	6	23 8 5
	do., .	Clergy Daughters' School, . . .	4	11 14 0
	do., .	Dominican Convent, 19, Eccles-st.	16	54 8 9
	do., .	Frankfort College, Rathgar, . .	3	8 8 3
	do., .	German Day School, 45, Wel- lington-place.	3	7 7 4
	do., .	Masonic Female Orphan School, .	9	26 7 6
	do., .	Miss Yeakley's School, 3, Har- rington-street.	6	22 5 1
	do., .	Morehampton House, Ladies' School.	1	5 1 9
	do., .	Miss Jones' Private School, 19, Leinster-square, Rathmines.	15	47 16 2
	do., .	Pleasants' School, 75, Lower Camden-street.	4	15 16 4
	do., .	Rotland School, . . .	21	69 6 7
	do., .	Trinity School, 41, North Great George's-street.	2	4 6 8
	Castleknock, .	Mercer's School, . . .	7	17 0 2
	Clontarf, .	Amesbrook Ladies' School, . .	1	2 12 0
	Killiney, .	Hillside, Killiney Park, . . .	1	5 10 0
	Kingstown, .	Royal Terrace School, . . .	7	19 1 10
	Monkstown, .	French School, . . .	1	5 10 0
	do., .	School for Young Ladies, 5, Belgrave-square, E.	1	5 17 0
	do., .	Young Ladies' School, 13, The Crescent.	1	4 4 6
	Terenure, .	Miss Carnegie's School, 5, Mount Tollant-terrace.	2	6 3 7
KILDARE, .	Athy, .	Convent of Mercy School, . .	2	6 5 8
	Kilcullen, .	Carnalway School, . . .	2	6 15 6
KILKENNY, .	Kilkenny, .	Loretto Convent School, . . .	17	46 10 9
KING'S CO., .	Parsonstown, .	Chesterfield Preparatory School, .	1	3 2 10
LONGFORD, .	Longford, .	Convent of Mercy School, . .	7	20 13 9
LOUTH, .	Drogheda, .	Ladies' School, . . .	3	7 7 4
	Dundalk, .	The Misses Parks' School, . .	15	42 19 8
METH, .	Navan, .	Loretto Convent, . . .	36	96 0 0
QUEEN'S CO., .	Mountmellick, .	Friends' School, . . .	10	22 5 1
	do., .	Miss Jellico's School, . . .	4	7 12 5
WESTMIDTH, .	Mullingar, .	Convent of Annunciation, . .	10	36 13 9
WEXFORD, .	Enniscorthy, .	Loretto Convent, . . .	4	2 3 4
	Gorey, .	Loretto Abbey, . . .	8	11 16 2
	Wexford, .	Loretto Convent, . . .	18	52 9 5
WICKLOW, .	Arklow, .	Convent of Mercy, . . .	2	6 14 1
Total, . . .				1,002 2 8

## ULSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount.
ANTRIM, .	Ballymena, .	Civil Service & Intern. School,	1	£ s. d. 3 2 10
	do., .	Ladies' School, Elinton-place, .	13	33 8 8
	do., .	Gracehill Ladies' School, .	2	6 14 1
	Ballymoney, .	Intermediate School, .	2	8 8 6
	Bushmills, .	Ladies' School, .	2	7 3 0
	Crumlin, .	Private Day School, .	3	8 14 9
	Belfast, .	Fairview Villa, Ravenhill-road, .	1	0 10 10
	do., .	Victoria College, .	69	292 5 7
	do., .	Ladies' School, Balmoral, .	6	13 17 4
	do., .	Ladies' School, Wellington Park, .	3	10 2 7
	do., .	Ladies' Univ. School, Wellington Park, .	1	2 3 4
	do., .	Ladies' School, 4, Princess Gardens, .	17	58 19 8
	do., .	Ladies' School, 9, Shaftesbury-sq., .	3	8 11 2
	do., .	Methodist College, .	33	126 13 0
	do., .	Mercantile Academy, .	5	23 4 4
	do., .	The Elms, Balmoral, .	8	26 1 4
	Curickfergus, .	Alexandra School, .	15	54 5 0
	Dunmurry, .	Derriaghy School, .	1	2 14 2
	Lisburn, .	Intern. and Univ. School, .	7	27 13 2
	Randalstown, .	Parkgate Intermediate School, .	4	10 10 11
ARMAGH, .	Armagh, .	Miss Calvert's School, St. Mark's-place, The Mall, .	3	9 12 7
	do., .	The Abbey School, .	1	2 18 6
	Portadown, .	Alexandra School, .	7	22 2 5
	Richhill, .	Miss Bradshaw's School, .	3	7 0 10
DONEGAL, .	Lifford, .	Prior Endowed School, .	5	12 13 6
DOWN, .	Banbridge, .	Ladies' Collegiate School, .	11	40 10 7
	do., .	The Academy, .	1	1 6 0
	Bangor, .	Endowed School, .	4	12 0 3
	do., .	Ladies' School, Upper Clifton, .	3	10 10 8
	Hillsboro', .	The Manse, Sara A. McGiffin, .	4	6 12 2
	Holywood, .	Milbank School, .	1	3 9 4
	do., .	Upper Sullivan School, .	25	90 6 6
	Moira, .	Brookfield School, .	3	6 10 0
	Newry, .	Ladies' Intermediate School, .	11	26 5 3
	Newtownards, .	Intermediate School, .	4	12 5 3
LONDONDERRY, .	Coleraine, .	Ladies' School, Gordonsville, .	7	29 19 11
	Limastry, .	Intermediate School, .	3	10 7 7
	Londonderry, .	Ladies' Collegiate School, .	30	140 5 10
	do., .	Miss Jenkins' School, .	10	27 15 5
	do., .	Strand House School, .	46	161 4 10
	Maghera, .	Intermediate School, .	2	7 0 1
MONAGHAN, .	Carrikmasseron, .	Grammar School, .	1	2 18 6
	Monaghan, .	St. Louis Convent, .	14	45 12 7
	do., .	The Misses Cinnamon's Private School, .	3	12 19 6
TYRONE, .	Cookstown, .	Ladies' School, .	9	32 1 4
	Dungannon, .	Ladies' Educational Establishment, .	2	7 6 6
	Omagh, .	Loretto Convent, .	14	55 2 1
	Strabane, .	Ladies' Academy, .	5	19 14 4
Total, .				1,532 5 9

## MUNSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
CLARE, . .	Ennis, .	Convent of Mercy, . . .	18	48 1 0
CORK, . .	Cork, .	High School for Girls, . .	18	61 18 8
	do., .	Intermediate and Kinder Garten School, St. Luke's.	2	5 12 8
	do., .	Ladies' Seminary, 6, South Mall,	4	13 6 3
	do., .	The Misses Deaves' School, 43, Patrick-street.	3	9 17 4
	do., .	Miss Mulhane's Seminary, . .	5	16 17 6
	do., .	Misses Sheppard's School, St. Luke's-place.	2	6 1 9
	do., .	Rochelle Seminary, . . .	10	31 15 2
	do., .	St. Joseph's Seminary for Ladies,	2	3 18 0
	do., .	Urwilne High School, St. Angela's, Richmond.	19	54 15 2
	Macroom, .	Convent of Mercy, . . .	11	28 16 0
	Skibbereen, .	The Academy, . . . .	1	2 12 0
KERRY, . .	Killarney, .	Loretto Convent, . . . .	14	34 8 2
	Trillick, .	Godfrey-place School, . . .	2	6 18 8
LIMERICK, .	Limerick, .	Ladies' Intermediate School, .	1	3 17 0
	do., .	Ladies' Day School, 16, Thomas-st.	1	2 6 9
	do., .	Leamy School, . . . .	2	4 17 6
	do., .	Madame de Prins' College, . .	6	17 6 8
	do., .	University & Intermediate School,	1	0 10 10
TIPPERARY, .	Roscrea, .	The Valley School, . . . .	11	30 5 4
		Total, . . . .		383 16 5

## CONNAUGHT.

ROSCOMMON, .	Athlone, .	Ranelagh School, . . . .	3	5 3 10
	Boyle, .	Academical Institution, . . .	3	7 13 10
SLIGO, . .	Ballymote, .	Miss Monahan's School, . . .	4	10 8 0
		Total, . . . .		23 5 8

## APPENDIX V.

## THE BURKE MEMORIAL PRIZES.

A sum of money, subscribed in memory of the late THOMAS HENRY BURKE, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18s. 11d. Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services, not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualified in the manner aforesaid the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.